

PERSONAL

There was an article in *The Daily Telegraph* recently (it's amazing what one learns when there is no *Times*) about a woman professor in Liverpool. It contained the following words: "It is not surprising that a woman with such go-ahead views should be American. More surprising is that she does not seem at all professorial but is softly-spoken and sometimes almost diffident in manner."

The views ascribed to the good professor were in fact perfectly ordinary, if not banal. Even if they had been more outrageous it is difficult to see why they should so naturally have been thought to be American. But it was not this that caught my attention. What, I began to ask myself, was entailed in that "hut"? What would it be, in the author's mind, for a woman to be professorial? With what was she (for it was a woman who wrote the article) contrasting this soft-spoken lady-like American? Presumably a truly professorial woman would be loud-mouthed, assertive, bossy, hectoring and shrill.

If the word "professorial" is applied to a man, I believed the connotation is quite different. It might

suggest someone mild, bespectacled, judicious and cautious in his pronouncements, yet carrying a certain authority, albeit well-concealed. Or, of course, the male professor can be absent-minded. Even to this day, in comics or children's books, he may have a long white beard. But in any case he will be unidy, slightly dotty, careless of his personal surroundings, so deeply absorbed in his experiments and his high thoughts as to have no time for the mundane.

This picture is as old as Aristotle, and older. He tells us that Thales and Anaxagoras, though wise and learned beyond other men, were legendary for being unable to avoid falling into wells. The male professor, then, is an amiable figure. If he is thought of in relation to women (and he need not be), he may be unexpectedly attractive. He will appeal to the unorthodox but intelligent and deep-thinking woman, like Jo's professor in *Good Women*, who was my own first love among men in books, identifying as I did with the desirable Jo.

On the other hand he may have in the background an infinitely Patient Griselda of a wife, endlessly



Mary Warnock

mending his cardigans, ensuring that his shoes are of the same colour and that no one disturbs his papers. Such a one was Gervase Fen's belatedly revealed wife in the novels of Edmund Crispin, sitting and knitting in untroubled calm while her husband eccentrically detected. But for the most part the professor has no essential relation to women at all. How different the professorial woman, who, it seems, is thought of as intrinsically unattractive, and, above all, as a threat. For the loud-voiced and the hectoring are essentially unfeminine. And the concept of the unfeminine is equivalent to "what men don't want". Like the

idea of the lady itself, the idea of the feminine is relative. It suggests someone who knows how to behave inoffensively, and especially inoffensively to men.

The woman who rises to the top of the academic ladder must do so, it is thought, by shrieking and fighting, kicking and screaming, trampling her male colleagues and competitors underfoot. When she gets there, good luck to her, but we can't be expected to like her.

The picture suggests that, whereas quite mild, even absent-minded men can acquire professorships without trying by the obvious excellence of their work, it is only the harriard among women who will be awarded the chair. Merit alone will not take her there. And this is, itself, ambiguous. Perhaps, beneath all the noise, these professorial women do not have so much merit after all. Force by itself may have brought them success. The person who succeeds without effort is always the most admired. Visible exaltation is neither gentlemanly nor ladylike. The "high flier" is the one who floats easily skywards, and women, it seems, do not do this. So perhaps they are not true high fliers.

Of course none of the numerous women professors who know fit in the least degree, but this picture. But what is so dangerous is that it is women who perpetuate the myth. We know the author of *The Daily Telegraph* article. It is women who nervously quote the learned or the scholarly with the dreaded "unattractive" is women who, quia as much as men, say they prefer to work in a man. It is women who write "professorial but softly spoken".

We have read a great deal recently, in *The TES* and elsewhere, about sex-discrimination in schools; how little boys get the teachers' attention, how little girls succeed when they are taught not to. But we should girls even want to succeed academically, if they are to be well as by men, if they do so. Primary school teachers, and women, perhaps feel they are no more than their duty if they subtly discourage girls from making themselves unattractive by seeking too clever. It is terrible to think how hard myths die, and how, when they are alive, they affect behaviour with such curious power.

ARISTIDES

A question of timing for HMI

As soon as the news broke that she is to leave in August to become principal of Newham, Sheila Browne gathered together some extremely worried HMIs to explain why she is going now, when she might have carried on as Senior Chief Inspector until Christmas 1984.

If she went in two years' time, the reasoning went, it was likely that there would be a new Conservative Government in place with a large majority. Since it is well known that the Prime Minister still wants to clip the wings of the Inspectorate, and is still sitting on the favourable Rayner report, it seemed likely that in those circumstances she might be replaced by somebody not an HMI, or not replaced at all.

A departure within the next few months, however, with the Government feeling more uncertainly in the face of a forthcoming election, they need to win back one or two friends, and a new Permanent Secretary due at the DES, made an outside political appointment slightly more unlikely.

It is true that the recent appointment of Dr Wilfred Cockcroft, rather than the rumoured political nominee, to be chairman of the Exams Council is supporting evidence, but the element of gamble remains. Fantasies as to who might come in to circulate slightly hysterically among the inspectors. Although many have felt the sharp edge of Miss Browne's tongue, and have often given as good as they have got in full and frank discussion over reports, they are unanimous that they would have been nailed to the ground without her.

The belief that only Sheila Browne's unshakable independence

has secured publication of the message that the country is educationally under-resourced is shared by senior DES officials. Torn between frightened admiration and a respectful admission that she could administer any of them into a cooked hat, they are clear that her successor must be someone who has done some inspecting. How else could the Inspectorate be led intellectually by consent, after genuine professional argument? But who are the likely candidates within the Inspectorate? There are few signs of another Miss Browne in the ranks, but the name most often mentioned is that of Pauline Perry, who became Chief Inspector in charge of teacher training quite recently, and has swiftly won a reputation as aggressive, ambitious and able. Mrs Perry went into teaching in a Midlands secondary school, married to an Oxford don and has four children. She is in favour of age- and subject-specific qualifications for teachers, and is felt by some to be just a little too aware of the wishes of her political masters.

Apart from that, there is a suggestion that Eric Lord, with three years to go as an HMI, might be promoted as a caretaker. Another possible with strong backing is Valerie Byann, Chief District Inspector for the Midlands, who has borne the heat of the day on both Dudley and Hereford and Worcester, and once worked on the Nuffield biology project. Others suggest that it might be acceptable to bring in a CEO.

None of the professional morale-boosting exercise within the Inspectorate and department, however, can dispel the fear of the fabled Thatcher catchphrase "Is he one of us?" brought into play by Melvyn Bragg in a weekend article about the direction of the Arts Council. In the current mood of agonized speculation, it would be easy to substitute "Inspectorate" for "Arts Council" in most of what he said about the loss of great pillars of independence, like distance from the Government and distinction from the client.

Philip Whitehead, Opposition spokesman for the arts and number two on the education team, has already promised that a future Labour Government (also committed to sacking a political governor of the Bank of England) would dismantle an Arts Council "rebuild" in the image of this Government. "I can now reveal a similar commitment on the Inspectorate."

If a political appointment was made, which was palpably that of a flexible courtier rather than a distinguished public servant, we would have to look at that in the event of a Labour Government returning to power," says Mr Whitehead.

"It's crucial that they are seen to be independent, otherwise there can be no genuine flow of information."

The general fights back

Major General Michael Walsh, the former head of army training who was made Chief Scout a year ago, is still doing his bit towards training the world's fighting men. He is eking out his pension by working part-time as a "military consultant".

But there is a reassuring message for those scout leaders who are worried last this involvement in the defence business might clash with the scout movement's dedication to international goodwill and its claims to oppose militarism.

General Walsh explains that his activities are confined to advising a few British companies on military publications, training, and parachuting. He does not work for any foreign governments.

"Unless I had a part-time job of some sort I just couldn't afford to be Chief Scout," says the general.

The Scout's top full-time official, Chief Executive Commissioner Ken Stevens, confirms that scout leaders were so conscious of their members' sensitivities that they checked out with the War Office before offering General Walsh the post. They were particularly concerned to make sure that he had not been involved in arms sales, nuclear weapons or bacteriological warfare. "He was given



Major General Walsh: undeserved Colonel Blimp image.

a completely clean bill of health. The Chief Scout, who as a paratrooper commander has been used to taking the offensive, has been working hard at acquiring an air of defence since the raised by the *TES*'s publication of the article last autumn which he appeared to be at schools and the scout movement self for allowing discipline to decline, and warning against militancy in youth politics.

General Walsh says he is having to fight down a quite undeserved Colonel Blimp image: he is not getting at the teachers but at the system, and is now setting up working party with two academics to explore ways of improving cooperation between education and scouts.

He is taking decisive steps to cover his critics on the political involvement issue too. He has been joined with Mr Doony O'Rourke, leading Scottish scout who is the man of the British Youth Council.

no evidence that he was involved in schools and teacher training. I can now report having done, demonstrating that should be set alongside all Boloff's other virtues. He has been a member of the policy group.

Next week

The TES Curriculum Competition: results of the open invitation to rethink completely what is taught to 14 to 16-year-olds. We publish the winning entries and highlights from the runners-up.

Too anxious to read the emotional blocks to children's learning?

Books: Boris Ford on the problems inherent in editing a "definitive" history of English literature; Kevin Crossley-Holland on new poetry; Martin Fagg on books about politics; Third World studies.

Extra: Travel.

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Breakfast TV actually sends them to school fresh and alert, drinkers call it 'Hair of the dog'.

New initials

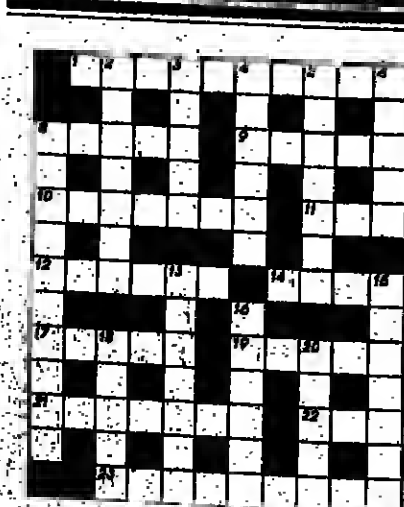
The highly articulate members of the steering group which has been set up to oversee the Government's new programme for re-introducing technical education into the schools cannot agree on what to call the scheme. All they have decided so far is that the title the Prime Minister used when she announced the scheme - the New Technical and Vocational Initiative - won't do.

Three of the suggestions that have reached the ears of the teachers, politicians, union leaders and industrialists who make up the group are unlikely to command consensus support. They are SECT, TTP, and ONSLAUGHT, which stand, respectively for Selective Education, Through Courses, in Technology, Teach Them a Trade, and the Offer of National Subject to Local Authorities. Could the Technical Education Initiative be called T.E.I.?

On the chin...

Last month this paper carried on the leader page a stern warning to the Conservative Party, suggesting that it might rue the day when that vigorous right-wing pundit, Lord Boloff, was appointed to chair the for the party's manifesto. Entrepreneurial skills in higher education provided

No 85 CROSSWORD by Ruff



Across

1 Loyalty is required, for instance, in a union (10)

2 Hair with path (5)

3 Badly looking concoction (7)

4 One who turns sobriety into revelry (7)

5 Retirement in job up (8)

6 Daniel is upset by a combination (6)

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Down

1 A case for light (7)

2 Seven different (5)

3 Easter is a religious festival (7)

4 Commonly used in religious (10)

5 Time to reap (7)

6 Decided to go (7)

7 Taking money in (10)

8 Call to (7)

9 Start in (7)

10 Wayward (7)

11 Go about (7)

12 Looked (7)

13 Feverish (7)

14 Organization for the better? (6)

15 Not a weird story-teller (5)

16 A man in order to go by rail (7)

17 The candles got totally lit (7)

18 Brought out to earth (5)

19 A state out of (7)

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THE TIMES Educational Supplement

Schools start to close as water strike poses health risks

by staff reporters

Widespread school closures will have to be considered if the water strike drags on, the present mild weather gives to frost or heavy rain, education officials warned this week.

A DES spokesman said that the department was monitoring the situation, but it was leaving local authorities to deal with individual problems as they arose. He declined to comment on how the department would view widespread school closures.

As the strike continued with union negotiators rejecting a marginally improved pay offer, the vulnerability of the education service to disruption of water supplies became alarmingly apparent.

With water works refusing to carry out emergency repairs, where mains burst or reservoirs run dry, schools have no alternative to sending pupils home. Although water from standpipes could be used for drinking and cooking, nothing can be done to ensure safe operation of lavatories.

Manchester, Calderdale, Kirklees, Cornwall and Gwent were among the areas first to feel the effects of the strike.

In Cornwall, eight schools in the Penzance area closed after two reservoirs ran dry, cutting off supplies to 25,000 people. Mr David Fryer, deputy education officer, said that the situation was bleak.

The other authorities have so far avoided closure but all their schools have been told to boil water used for drinking and cooking after instructions from water authorities.

Pay negotiators heading for confrontation

Teachers' leaders will invoke constitutional powers next week to force local education authorities to negotiate their 1983 pay claim if any impose over fixing a date for a Burnham Committee meeting is not resolved by then.

This year's salary negotiations are heading for confrontation before they start following threats by members of the Conservative-controlled Association of County Councils that there may be no pay increase this year - the teachers have asked for a "substantial rise" - if separate talks on conditions of service fail to make progress.

The move to regulation a Burnham meeting came as teachers' leaders leveled angry accusations that local education authorities were trying "mischievously" to link pay and conditions again and counter-accusations from Mr Allister Lawton, leader of the management panel, that the teachers were being "chill-dish".

Local authority representatives feel the teachers have played into the hands of the management "hawk" by appearing to procrastinate over discussions on lunchtime supervision in the CLEA/4, the employer and union body which negotiates conditions of service.

In addition, they feel that what they see as "delaying tactics" - a claim hotly denied by the teachers - might influence Sir Keith Joseph, the Education Secretary, to side with the hawk. The Department of Education and Science has two representatives on the management panel of the Burnham committee and they have the power of veto over any pay offer.



Raymond Young... the alternative approach

'University' offers nine-month degrees

by Hilary Wilce and Philip Venning

A private "university", planning to award degrees and postgraduate qualifications to mature students who take a nine-month correspondence course costing about £1,000, has been set up by a businessman whose previous ventures into independent education were last year investigated by the BBC consumer programmes *Checkpoint* and *That's Life*.

Somerset University, based near Ilminster, is "one of the few independent universities in the United Kingdom providing a bona fide alternative approach to higher education", according to its prospectus. It offers degrees at all levels in 45 subjects ranging from engineering and physiology to music and estate agency.

Students need no formal entry qualifications, and will be given credits for past work and experience. They follow a part-time course of private studies in a subject of their own choice, guided by the university. Fees vary from £295 for a bachelor's degree to £1,195 for a "higher" doctorate. There is also a non-refundable £50 registration fee.

The institution is the brainchild of Mr Raymond Young, a businessman who formerly worked for Clark's Shoes and who until recently ran a small private college for girls interested in health and beauty care - the Harton Private Health Care Organization. His qualifications include what he describes as an unrecognized first degree and a postgraduate diploma with an American college.

In 1980 he formed a limited company, Alternative Higher Education UK Ltd, and later Somerset Independent University Ltd. According to Mr Young this legal status gives the university power to award degrees.

The university is recruiting "highly qualified experienced academic staff." Mr Young said. Appointments made so far include Mr Peter Oxley, a former assistant director of Thames Polytechnic, Mr Robert Speed, a former teacher and lecturer at Redhill Technical College and Mr Peter Wilcockson, an art historian and *Mastermind* contestant. A principal has yet to be appointed.

Mr Young rejected the idea that Somerset University might attract gullible students from overseas. "There will always be those who think us unscrupulous, but that approach would only work in the short term. It would soon get around that you were doing it."

Mr Young's educational business activities were the subject of a *Checkpoint* programme in February last year. A spokesman for the Department of Education and Science said this week that it had no responsibility for private institutions. Any one who was unhappy with the qualifications they had been awarded by such an institution would have to take action using *inter alia* trades descriptions legislation if there had been misrepresentation.

An expert on limedry claimed to *The TES* that the institution was using the coat of arms of Benjamin Disraeli. Mr Young said it had been chosen to symbolize the university's aims.

Ulster goes solo on reports

A striking departure from government policy in Britain, Northern Ireland's Minister of Education has made it clear that inspectors' reports on individual schools in the province will not be published.

Mr Nicholas Scott announced his decision last week at a meeting of a new scrutiny committee on education of the Northern Ireland Assembly.

It was immediately welcomed by Mr Tom McEneaney of the National Association of Schoolmasters/Union of Women Teachers, which is the largest teachers' union in Northern Ireland.

"These are professional reports written for professional consumption," he said. It would only lead to confusion if they were published. "We welcome parental involvement in the 'what' of education, but not in the 'how'."

But the decision puts Northern Ireland at odds with the rest of the United Kingdom, where all formal inspectors' reports on schools and colleges are now to be published.

"The Northern Ireland Office refused to say this week if Mr Scott had consulted Sir Keith before making his announcement."

Arts/Books

Boris Ford explains the principles on which he has edited his new *Pelican Guide to English Literature*. Ted Wragg reviews a new study of racism in Britain: Harry Judge on eighth form colleges; modern history textbooks; Third World books.

Resources/media

An evaluation of the Microelectronic Bulletin Programme's materials for primary schools; a review of Channel 4's new look - 1 Shakespeare

THIS WEEK

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All science for all

The Royal Society's report, *Science Education 11 to 18*, (page 8) is a slightly unscientific attempt to put 750rd into a half-litre flask. Its proposal that every pupil in the fourth and fifth years should devote the equivalent of eight or nine periods in a 40-period week to biology, chemistry and physics, each to be taught separately but in a coordinated fashion, is an important endorsement, from the foremost scientific body, of the importance of science in the general education of every pupil.

In general terms, this endorsement and the recommended time allocation may seem uncannily similar to the conclusions reached by the Department of Education and Science in its consultative document, *Education in Schools*. That is no coincidence; the Department and the Society swapped notes. But an indication of the proportion that should be devoted to science in a broad general education, it is likely to attract widespread support.

The Society accepts that the amount of science to be taught in a conventional O level science course will have to be reduced. This is also of some significance, and represents a distinct change from the Society's earlier pronouncement on Science for All, drawn up by Sir Neville Mott, which seemed rather more concerned to maintain the challenge and achievement levels of high-fliers in science.

Once again this acceptance seems to echo the DES view that "many O level science syllabuses are over-loaded, out of date and narrow, paying little regard to the relevance of science to industry or adult life and concentrating on abstract concepts from too early a stage." And the idea that pupils would end up no less scientific and possibly better able to apply what they know if some of the burden of knowledge and concepts packed into conventional courses was lifted, received some support in the recent Assessment of Performance Unit report on the attainments of 15-year-olds.

But this is one of several parts of the Royal Society's report where it seems unwilling or unable to say quite what it means or how far it means it. While agreeing to the need to reduce the content of courses, it makes the firm claim that "science is sufficiently difficult to justify the award of full O levels on such marginally reduced courses." And while accepting the need to give greater emphasis to the applications and implications of science it maintains that science's abstractness "is the very quality which gives it such enormous power and range of applications".

The measure of the Royal Society's rigour will be clear when it is prepared to say what should be left out both to fit science into its slimmer time-table and to make room for the applications and implications of science. There is no indication of this, however, in this document and the Society's seriousness of intent in this respect remains unproven. The danger is that syllabuses will shrink to a denude (and what will be claimed to be an irreducible) core, with little room for the broader, everyday, aspects of science that would make it attractive to a wider range of pupils.

The report lacks credibility, too, in the way it virtually dismisses general, combined and integrated science in favour of its unsubstantiated faith in the appropriateness of separate subjects for all. Scepticism about some of the vaguer promises of integration is well placed but the Royal Society's alternative of "strong coordination" between the sciences and with maths runs the risk of being just as superficial. Such coordination is a long and widely-cherished ideal that is rarely realized and there is nothing in these proposals to make that realization any more likely.

Neither has the Royal Society justified its contention that the important objects of science education can only be achieved through the equal study of all three subjects. It claims that has considerable implications for resources. "Science for all" would be considerably easier and cheaper to provide than "all science for all", given the relative scarcity of physics teachers and the excess of biologists and chemists. The Department of Industry's backing of biotechnology in schools (page 7) is based, in part at least, on the belief that many of the important technological lessons of science can be learnt just as well from biology.

But while there are gaps in the report, there is no denying the wide agreement to which it contributes; that something needs to be done about science education and quickly - probably more quickly than the extra 6,000 science teachers the Society reckons are needed could be recruited. That may mean cutting science education's coat according to its cloth and accepting an imbalance in what science is taught to whom, or it may mean greater application of technology in science teaching to overcome some of the shortages of physics teachers by greater reliance on individualized and distance learning techniques.

But exhortation alone is not enough, whether it comes from foremost scientists, or the DES. The lesson of the DOI's interventions - and those of the MSC - is that what is required is a clear objective, a clear strategy and the financial backing and leadership to carry it through. The major science curriculum review set up jointly by the DES, the Association for Science Education and the Schools Council may provide some of these crucial elements, but only slowly, and will not, of itself, generate the critical decisions about the allocation of time and resources.

COMMENT

In search of Smirnoff

Fifty entrants to a curriculum competition (page 18) don't add up to a Royal Commission or national opinion poll. But they still offer an interesting insight into what experienced secondary teachers think about present arrangements for 14 to 16-year-olds, and how to improve them.

The striking thing was the near-unanimous conclusion that the present system is disastrous for many pupils, and that graded tests provide the best means of escape from it. Not long ago the idea of a curriculum based on hundreds of externally set tests with precisely-determined content would have had teachers up in arms. Now they seem to believe tests would act like Smirnoff in the advertisements - "I was a fourth year hooligan, then I passed Maths One."

Once people have concluded, as most of the TES competitors did, that the present non-referenced examination system provides no valid measure of success for large numbers of school leavers, but that society's demand for some form of externally moderated assessment must still be met, criterion-referenced graded tests sound an attractive alternative.

But there still has to be a thorough discussion of their likely side-effects: some London English teachers, rightly or wrongly, are already attacking experimental tests in their subject. It is a reassuring thought that the knowledgeable and tough-minded Sir Wilfred Cockcroft will be at the Examinations Council to promote and assess the pioneering experiments with graded tests.

Another near-unanimous conclusion - time in please, Dr Boyson - was that politics should be an essential part of any 14-16 curriculum. And the teachers were clear what

they meant by politics: school leavers should know both how the political system works, and how citizens can legitimately try to influence it. The main split among the curriculum builders was between advocates of a sizable compulsory "core", and people who believed that any curriculum should be counter-productive. With the over 14s, but even the first group would be against the new proposals for science: virtually all agreed that cores for older pupils should include only practical knowledge for everyday adult life, not academic subject matter.

It has to be said that many of their cores, with things like "family skills", seemed very much the mixture that can be found in some comprehensives - and that in practice can lead to uphill work for teachers and downhill coasting for pupils.

There was one other area that most people believed should be included - "information skills", and "study skills". Various research projects in recent years have shown the glaring need for this in many schools, and suggested ways of tackling it. But it hardly needs a major curriculum change for schools to include it - preferably starting long before the age of 14.

For years now, Mrs Thatcher, Sir Keith Joseph, and Mr Norman Tebbit, not to mention the Department of Education and Science, have been ribbing on about the need for the "best" people to go into "wealth-creating" jobs, and blaming Britain's troubles on the



"No thank you, Minister"

predilection of the ablest graduates for administration and public service occupations. Their special scorn has been reserved for civil servants. When Government officials have not been portrayed as scheming members of a resistance movement whose only aim is to thwart all-wise ministers, they have been caricatured as parasites living on the backs of beleaguered industry and commerce.

If the Civil Service is getting few of the "best" graduates, you might expect ministers to feel a little bit of the "best" graduates' real jobs. Instead, but not a bit, instead, hands are raised in horror at the quality of those coming forward; only about half of the 44 administration trainees' posts could be filled, and none of these were judged to be A grade material.

Now, it seems, the Civil Service is to step up its recruiting campaign, and tell university students that being an administrator is not, after all, a job unworthy of high talents. It will be interesting to see how the exhortation, but no doubt ministerial, will have to be supplemented by that too, if the climate of opinion

about Government service which they, themselves, have helped to create is to be changed.

Behind the recruiting crisis for the administration trainees lie a series of familiar questions which will not go away, even if a few more top graduates take the Queen's shilling. Does it really make sense to put so much store on recruiting super-graduates in their early twenties? Are those labelled grade "A" really as good as the selectors believe - or is it impossible to spot a whole cadre of winners at 21 or 22 except in the sense that in a closed service such prophecies tend to be self-fulfilling? Shouldn't the Civil Service aim to recruit more of its top people from outside, a bit later on, and interchange staff in some systematic way with industry, commerce and local government? Is not the isolation of the Civil Service, its life-long cocoon, one of the reasons why it only attracts graduates of a certain cast of mind? Why limit the taw to this fairly narrow group, and this absurdly narrow age-range?

...no comment

We accept the conventional view of the quality of the symbolic extension of logic in which conclusions (or defined elements and relationships) about which nothing is assumed are taken to be a consequence of the truth or falsity of the axioms. Indeed, such a question of truth or falsity has no meaning when the elements themselves are undefined. The rather amateur doctrine is not likely to commend itself in primary schools.

From *Science Education 11-18* in England and Wales. The report of the Royal Society study group, published in 1983.

Second opinion Not all gloom but sort out FE jungle

While disagreeing with the TES 1983 message in *The TES 1983* (December 31) I must make a few comments.

Morale in the service of the new programme of technical education is surprisingly when even the pathetic TES leader comments that the system is "uncompromisingly with provision - some justification - and there are doubts as to the direction the service should take in the last part of this year." The last part of this year, comments on the system within which they do not necessarily agree with what is done.

As *The TES* is often to recognize, the education produces excellent results, but education could do with one, and very much more, of the following: sources, a new level of on what its objectives and more public support.

The Prime Minister's plan in opening the recent conference on Information Technology. She noted the special which school children competence in and under the computer age. It is the The junior middle class, recently on the excellent school entries into higher Readers of *The TES* are of the exceptionally high achievement in the arts. It is wide and the schools still, many.

In calling for a clearer TES might have pointed out weaknesses in the basic How can L.E.A.s at the remove surplus places, costs down, preserve the nor city schools, and schools become too small of their superiors. Assistants should not be paid a percentage of their bosses' salaries, rather than a separate salary, says the AEO. It will continue to provide the reduce costs to meet targets? Education is a process. But how can it operate on year-to-year and sometimes required by ment to adjust those budgets the year.

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L.E.A.s cannot themselves the law, but they have the ledge, experience and to contribute to a debate new legal framework will not need to put up with the year to put up with the shape which that might take.

Gordon Cum
Education Officer of
of County Council

Technical courses could hit snag on monitoring

by Mark Jackson

Local authorities are resisting the manpower Services Commission's demand to be allowed to monitor the new programme of technical education. They regard the professional conduct of the educational service.

The authorities believe that the evaluation of the courses, which will be run in 10 L.E.A. areas to be chosen for a four-year pilot programme funded by the commission, would be best left to the local inspectors. But they went to yesterday's meeting of the MSC steering group set up to supervise the programme with a compromise proposal that monitoring should be entrusted to Her Majesty's Inspectors.

The group, representing industrial and professional education interests as well as the local authorities, is well made up of people with an education background. Yesterday's meeting was to finalize the criteria for the projects, so that local authorities would be given guidelines which to base firm proposals.

Mr David Young, the commission's chairman, appears to have been until now that the edu-

tion service would accept an active involvement by MSC officials in assessing the performance of the schools as an inevitable part of the commission's role as paymaster.

He told *The TES* soon after the new programme was announced that the commission would be collaborating closely with the local authorities in the development and evaluation of their courses, even to the point of offering to supply them with MSC trainers; but he has also stated that the commission will leave the design and running of the projects entirely to the education service.

Since then the local authorities have told their representatives that they want the steering group to sort out some major matters of principle as well as looking at a number of practical problems.

The authorities are worried about how involved the MSC is going to become in the end in 14-18 education as a whole, and exactly what its aims and philosophy are. They want the MSC to explain exactly how it is going to fund the projects, and to face up to the problems that exist in many areas of getting enough work experience places for pupils on the

proposed courses, accommodation shortages, and the relationship of the new courses to the projects for the same age groups which are already being run or developed by many authorities.

Many of the authorities, as reported in last week's *TES*, have told the Association of County Councils that they doubt the practicality of the timetable drawn up by the MSC, under which proposals will have to be in by the end of next month for projects to start this September.

The draft criteria put to yesterday's meeting, call on local authorities to submit proposals saying how much their projects will cost and how much they expect the MSC to pay. They are asked to list what technical and vocational education they at present provide for the 14-18s, and what the projects would add to this. And they are asked to outline what in-service training arrangements they would make for the teachers involved, and how they would get local industry and commerce to cooperate.

The authorities are also asked to explain what they plan to do about monitoring their projects and acting on the information.



Bowing in: Thirteen-year-old Chinese violinist Lu Szu-Ching rehearses with the conductor Arthur Davison before performing with the Royal Philharmonic Orchestra at Croydon's Fairfield Hall. A pupil at the Yehudi Menuhin School, Stoke D'Abernon, Surrey, Lu is the youngest musician ever to play with the orchestra.

Campaign to improve education officers' pay

by Sarah Bayliss

Campaigns aimed at improving the pay of third tier education officers and others below the rank of headteachers have been launched by the Association of Education Officers - the trade union wing of the Society of Education Officers. The AEO wants to spread the influence of linking the salaries of assistant education officers to those of their superiors. Assistants should be paid a percentage of their bosses' salaries, rather than a separate salary, says the AEO. It will continue to provide the reduce costs to meet targets? Education is a process. But how can it operate on year-to-year and sometimes required by ment to adjust those budgets the year.

The further education provides some of the training which we need. And yet this part of the no firm legal basis under legislation. The target of grants, MSC allowances, maintenance allowances, parental support at 16, is a we come to a national Jackpots go to those who MSC trainees, or year in conventional. There is little or nothing, depending on geography, and the industry.

L.E.A.s cannot themselves the law, but they have the ledge, experience and to contribute to a debate new legal framework will not need to put up with the year to put up with the shape which that might take.

"The whole thing is ludicrous when you've got head of schools earning much higher salaries than the managers running the whole schools' branch or FE."

Mr Camplingjohn said any authority could decide to pay assistants and other officers on a "fulcrum related scale" - that is a proportion of chief officers' pay. Some authorities already do this.

The AEO had welcomed the long-awaited establishment of a new pay body for all chief education officers and their deputies - the Joint Negotiating Committee.

In the past, some chiefs and deputies have been within the scope of the old JNC while others came under the terms of the NJC which covers thousands of lower tier officers in local government. Now at least the top ranks in education are under one body and the AEO hopes to bring assistants and other under its wing.

But in the short term the AEO, which has 800 members, including 200 chiefs and deputies, is stepping up efforts to get education representatives to the NJC.

Mr Dennis Hatfield, chief education officer for Trafford, is the AEO's chairman for 1983-84, replacing Mr Donald Fisher, chief education officer for Hertfordshire, who has become vice-president of the Society of Education Officers.

Whitehall silent on estimates

Publication of figures which show Whitehall's assessment of what local authorities need to spend on education has been delayed after strong pressure from the local authority associations and some government departments.

This will be the first time in three years that the figures known as grant related expenditure assessment (GREs) - have not been made public in January before council budgets are finalized.

Mr Christopher Poles MP, chairman of the Commons select committee on education, said this week he had asked Sir Keith Joseph, the Education Secretary, for the figures next autumn, but, this year, he had neither received them nor an explanation of why there was a delay.

He said the education GREs were an essential lobbying tool for the pressure groups and education officers to ensure that councils spent a fair share of their funds on education. "The fact is that many authorities are spending education's share on other services. If the GREs are not made public then no one can insist that at least that amount is spent."

The GREs are calculated by the Department of Education primarily for the purposes of the rate support grant settlement.

DES officials are confident that GREs are a fair measure of education spending need and that they should be published now. But the Department of Environment, the DHSS and the Treasury are all against publication before March.

Cane ban dispute grows

by Richard Garner

A teachers' union this week claimed that Derbyshire County Council had failed to act on a report calling for 400 extra staff to be appointed to tackle disciplinary problems in the wake of its decision to abolish corporal punishment.

As a result the National Association of Schoolmasters/Union of Women Teachers instructed its members in six secondary schools in Derby to ban any extra work created by the abolition of corporal punishment.

This action will mean that NAS/UTW members in these schools will refuse to cover lessons for teachers who have been called out of class to deal with a disciplinary problem.

Nor will they supervise children who have been sent out of the classroom for disciplinary reasons. One suggestion after the decision to abolish corporal punishment in May, 1981, was that a special area should be set aside in each secondary school to which misbehaving pupils could be sent.

The NAS/UTW has selected these six schools because members in them have pressed the union's executive to take action. However, the action could spread.

A spokesman for the county council, said that the report concerned had been superseded by a move - which will be discussed by the education committee - to employ 80 additional teachers in secondary schools.

This would change the pupil/teacher ratio from 17.3 to 16.9 and allow a wider range of courses to be provided for pupils. In addition, there could be more home-school liaison. The cost to the authority would be £848,000 in a full year.

US pledge on maths

from Peter David in Washington

A major programme to improve the quality of maths and science teaching in American schools was promised by President Reagan this week in his annual State of the Union address to Congress.

The President said the programme would consist of a "quality education initiative" under which the Federal government would make block grants to individual states to improve teaching in maths and science.

He also promised to establish a new kind of tax free savings account which would enable parents to save money to put their children through college.

The administration was committed to the reintroduction of voluntary prayer in public schools - banned by the Supreme Court in 1963 - and for tax credits to go to parents with children in private schools.

Now the Solicitor General's office is examining the ruling and guidance is expected to be issued within two weeks.

Until the ruling, councils had denied a grant to foreign students who did not intend to stay here after completing their studies. But the Lords decreed just before Christmas that overseas students who had lived here for three years were "ordinarily resident" here and thus entitled to a full grant. The change could involve some councils, such as the Inner London Education Authority, in substantial back payments.

Now the Solicitor General's office is examining the ruling and guidance is expected to be issued within two weeks.

Guide due on grants ruling

The Government will shortly be issuing guidance to local education authorities perplexed by a recent Lords ruling which gave thousands of overseas students the right to full grants. Mr William Waldegrave, Minister for Higher Education, told MPs on Tuesday.

Until the ruling, councils had denied a grant to foreign students who did not intend to stay here after completing their studies. But the Lords decreed just before Christmas that overseas students who had lived here for three years were "ordinarily resident" here and thus entitled to a full grant. The change could involve some councils, such as the Inner London Education Authority, in substantial back payments.

Now the Solicitor General's office is examining the ruling and guidance is expected to be issued within two weeks.

Teachers 'not qualified' for sex classes

Sex education would be best handled by health clinics according to Mrs Angela Rumbold, Conservative spokeswoman on the Association of Metropolitan Authorities education committee.

Mrs Rumbold, MP for Mitcham, said that, believes youngsters should be offered special classes at health clinics to gain an all round view of the facts of life.

Teachers just aren't qualified to put forward any objective ideas on the subject, Mrs Rumbold said last week.

"Many are too embarrassed to discuss the issues and many just aren't well enough informed. I do agree that teaching the basic biological facts if necessary but youngsters need to know more about the caring side of sex."

Ideally, Mrs Rumbold would like parents to discuss the matter with their own children, answering their questions on a one-to-one basis.

"But in place of this sort of relationship, special sessions at health centres could prove very valuable. Talks could be given by different religious denominations and medical staff."

"I don't think there will be a danger of youngsters skipping the classes and being dangerously ignorant."

PLATFORM

Prospects for 1983 appear gloomy, but George Walker believes adversity can be turned to the advantage of educational development if the temptation to turn the clock back is resisted.

School lunch will never be the same again



Old stereotypes die hard: the BBC television programmes on Radley (below) and Kingwood (above) schools have confirmed that the education system is more deeply divided than ever before.



ASSOCIATION OF TEACHERS IN PENAL ESTABLISHMENTS OPEN WEEKEND SCHOOL

'Penal Education - a worthwhile investment for society'
University of Nottingham
March 25th - 27th, 1983
Of relevance to all who are interested in education in penal establishments.
Further particulars and application forms from
Conference Organiser, Mrs V. A. Pryce, 12 Keels Close, Oliver's
Battery, Winchester SO22 4HR.

At first glance it is hard to see much good coming out of 1983. School closures will gather pace; tiny pay awards will be offered and rejected; ministerial statements will continue to undermine teachers' morale; the Youth Training Scheme will lurch into an uncertain future and financial cuts will bite still further into every area of the maligned system.

But a closer look suggests that for those who can keep their heads and most of their principles there will be a number of important issues still open to influence during the year ahead. The activities of the Manpower Services Commission, public examinations, the disappearing school meals service and even the growing spectre of unemployment all present the chance to convert adversity into opportunity to those who are working in the negative and supportive local authorities.

Nothing turns heads and erodes principles quite like the prospect of money, particularly during a period of acute financial starvation - I wonder if there is anyone still living who remembers seeing a poster inside a school? All those millions on offer from the MSC for a new approach to technical education are going to prove irresistible. Indeed, when so many of us have supported Education for Capability and deplored the continuing emphasis on the cognitive-intellectual curriculum, urging a more vocationally-orientated one, it is hard to complain when, at a stroke, the MSC chairman cuts through more than 80 years of educational prejudice. But let us not compromise the hard-won principle of a common curriculum and risk turning the clock back to a new version of tripartite schooling. In the hands of senile local authorities the proposed 10 pilot schemes could show ways of sharpening up the whole curriculum; to offer more relevant experience for all pupils, but it will require an unusual degree of cooperation between administrators and teachers.

We must hope that this small sign of DES-MSC cooperation (if that is the appropriate description) develops further during the year ahead without, among school support and cooperation: the Youth Training Scheme will limp along as yet another unconvincing attempt to ameliorate the insidious problem of youth unemployment. Instead, the YTS should become part of a fully integrated scheme of education and training for everyone post-16. No one can seriously suggest that it will make much impact upon unemployment and without the support of schools it will turn as sour as the YOP schemes; but not before it has done great damage by threatening to divide 16 to 19 education into a school sixth forms and tertiary mode in the FE colleges.

Public examinations at 16 are poised in a tantalizing state of instability. The common system is no nearer than a year ago and there is still a possibility that the Secretary of State will turn it down, albeit for the wrong reason. For the moment the 17-plus proposals have, quite predictably, run into the quicksands of vested interest and teachers would be well advised to help to pull them out and study them very carefully because here is a form of assessment with much to recommend it, both in scope and design. At the moment, however, FE is making all the running.

In fact, the two embryonic alternatives to the existing system of 16-plus examinations - pupil statements and graded tests - are both alive and well, recently encouraged by the Inner London Education Authority and Oxfordshire with a particularly welcome boost from the Oxford Examination Delegation. Such regional developments point to the likely pattern for the future and illustrate well the potential influence of enlightened chief education officers. With so many developments depending upon the initiative, encouragement and coordination of local authorities, I hope that 1983 will become the 'Year of the CEO' and I give lively thanks for the calibre and experience of those who fill these difficult posts at the present time.

However much we may regret it, it has now become fairly clear that school lunches will never be the same again and the time has surely come to see if the situation can be turned to advantage. Indeed it can, most especially giving us the chance to restructure the school day. Time is a crucial element in the process of learning and, also with teachers' (at best) static, it is really the only variable remaining within our control. Again, there have been interesting local experiments during the past year with several involving significant community cooperation. We must hope to read about further developments during 1983.

Outside the schools, but drawing closer by the day, rising levels of unemployment threaten the very fabric of institutions which have derived most of their social credibility from finding their pupils jobs. According to the OECD, unemployment will continue to grow in this country until at least mid-1984, and no serious commentator has suggested a significant drop after that. The economic structure of the country is changing and all manner of tensions within society will develop

now that the all-healing balm of employment has been taken away. Schools will have a vital role to play in the reconstruction of values that are more appropriate to the new economic situation. For the sake of civil harmony and a renewable initiative (diverse, but exclusive qualities) we would do well to organize our schools in a way that encourage, develop and late all of our pupils. The challenge will be to redefine what society recognizes and rewards as being a 'work' and it is clear that only the comprehensive school has a part to play in this process because it alone contains seeds within its own organization of the new growth.

The tragedy of 1983 is that the task of preventing divisions within the social fabric with an educational system that itself more deeply split than ever before. With its programmes of Radley and Kingswood Schools, the BBC has confirmed that the pendant and maintained schools now move in quite unrecognizable orbits which no longer overlap. It is over likely to bring together two now see little prospect for reconciliation of two systems that are founded upon quite different sets of principles. Even the measure of goodwill and mutual respect that existed 10 years ago has been largely destroyed by the Assisted Places Scheme and the sight of the Independent schools growing stronger day by day is a direct result of government policy.

But when the time comes to overcome in this country, the implications of the present loss of employment for an increasing fraction of the work-force it is not start, during a brief period of political chaos that follows general elections we must choose those with whom we are to align ourselves. We must choose those who will support the future of the local community, the whole of the local community, accord equal value to the education of each of their pupils; that is, the damaging and localizing irrelevant craving for the narrow organization of young people, the dependent schools satisfy some criteria and if the health of the nation is to be improved, those with political influence must recognize this truth and indeed have been a good education.

George Walker, is headmaster, Cavendish School, Hemet, Herts.



Four out of five authorities cut spending on books and equipment for secondary schools between 1978 and 1982.

L.e.a.s ignoring pleas for more spending on books

by Biddy Passmore

Local education authorities would need to spend £50m more on books and equipment next year than they did in 1981-82 simply to catch up with their spending levels before the present Government came to power.

That means Sir Keith Joseph, the Education Secretary, should put an extra £30m for books into next year's education budget on top of the £20m he put in this year, according to the British Educational Equipment Association and the Educational Publishers' Council.

But their latest statistics, out this week, indicate that most authorities would be very unlikely to spend the extra money in the way he wanted. Between 1978-79 and 1981-82, despite repeated exhortations from ministers to raise spending on books and equipment, four out of five authorities actually cut it to secondary schools and two out of three in primary schools.

Mr John Savage, director of the BEEA, said this week: "I think there are very strong grounds for recommending to the DES that some guidance be given to authorities by Her Majesty's Inspectorate as to what they should spend on the various categories." The Inspectorate have been critical at book provision in their reports on the effects of spending cuts and in the recent report on "Shabby and out-of-date reading and library books" and poor equipment, especially in primary schools. But they have never stated what level of provision they regard as "satisfactory".

The publishers' figures show that, in the counties, real spending levels shrank by 12.3 per cent in secondary schools and by 6.5 per cent in primary schools between 1978 and last



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Exodus from state sixth forms 'unlikely'

by Nick Wood

Authorities that have gone over to sixth-form colleges are likely to be the first to feel renewed pressure for sixth-form transfers under the Assisted Places Scheme, the headmaster of a leading public school said this week.

Mr David Malpas, high master of Manchester Grammar School for Boys and chairman of the assisted places committee of the Headmasters' Conference, was commenting on the decision by Sir Keith Joseph, the Education Secretary, to remove the power of veto that local education authorities have held over applications by sixth-formers to switch from state to independent schools under the scheme.

He dismissed suggestions that it would lead to a flood of bright sixth

Whitehall renews drive for top graduates

The Civil Service Commission has stepped up its recruitment drive for bright graduates after a serious shortfall in the number it took in last autumn, Biddy Passmore writes.

This was made clear in the House of Lords last week by Lady Young, Lord Privy Seal, who is the minister responsible for the Civil Service.

Unpublished figures for last year's competition for administration traineeships - the entry level which now guarantees swift promotion to senior administrative posts - shows that Britain's brightest graduates may be turning their backs on a Civil Service career.

Although the commission received more than 2300 applications, it managed to fill only 24 out of 44 vacancies for administration trainees. Moreover, only a small proportion of those it did recruit were of the very highest quality.

An official said: "You realize why

we're slightly concerned. We can manage for one year because of civil service retrenchment but it would be worrying if it were to become a pattern."

The shortfall may be partly the result of a change in admissions policy. For 10 years up to last September, the commission recruited a larger number of graduates as trainees and then sorted out after four years those who should be earmarked for quick promotion.

Last autumn, it reverted to the old practice of admitting only fast stream entrants. It now fears that many good graduates may have been deterred because they thought they stood no chance. The commission, in its turn, may have overreacted to the change by pitching its demands too high.

But the underlying worry, voiced in the Lords by Lady Young, is that the most perceptive graduates feel

that a shrinking service will offer fewer prospects for promotion. Whitehall has now launched a major publicity campaign to try to undo the damage.

The commission's leisurely selection procedure may also have counted against it, as graduates snapped up jobs that industry could offer several weeks earlier. This year, it has brought the whole process forward so that it can start making offers in early February and thus be well ahead of the field.

The procedure is now being examined for cost-effectiveness by Sir Alec Atkinson, a former senior official at the DHSS, who will report to the commission within weeks.

Last year's failure to fill the available traineeships is all the more alarming in view of the large number who applied: at 2,343, only slightly down on 1981 and a little higher than 1980.

Plight of the gifted at maths

Only about 4 per cent of secondary schools are making provision for the 1 child in 30 who is brilliant at mathematics, the Schools Council said yesterday.

In some schools teachers are to blame. They are afraid of having to cope with pupils better than themselves or regard encouraging the gifted as an elitist activity to be shunned in favour of looking after the less able.

Compacency may be the fault in some schools, typified by the remark, "We deal with the full ability range here."

Neither streaming nor mixed ability teaching will meet the needs of the mathematically gifted, says the council in a publication intended to help teachers who face the challenge of providing for them. An independent programme including an opportunity to discuss problems with the teacher is desirable, it says.

At primary level up to 12 per cent of pupils may show signs of extraordinary ability. But by the end of secondary schooling, after they have met more advanced mathematical ideas, no more than 2 per cent can be said to be truly gifted.

Teachers should be aware that ability in this subject does not depend on a capability in performing calculations.

There are instances also of the gifted keeping a low profile for fear of being ostracized or resented by parents, teachers and friends. When the ability to learn the high-fliers are unlikely to demonstrate it without the opportunity to do so.

Mathematics for gifted pupils by Andrew Straker, Longman Resources Unit, 33-35 Tanner Row, York, £2.95.

ILEA sets up inquiry to shake up curriculum

An independent chairman is expected to head a major inquiry into the curriculum and organization of secondary schools in Inner London.

The inquiry, which will start next month, is part of a wider campaign by the Inner London Education Authority to tackle underachievement and truancy in its secondary schools. The curriculum review will pay particular attention to the needs of pupils with learning difficulties and the uncooperative.

Dr David Hargreaves, a reader in education at the University of Oxford, has been invited to chair a group of eight people, representing parents, heads, teachers, the inspectorate, industry and commerce. Over the next 12 months they will meet roughly fortnightly to hear evidence or to visit schools, and to prepare recommendations for a special report.

Dr Hargreaves, who still has to obtain agreement from the university, was last year the author of a radical critique on comprehensive schooling titled *The Challenge for the Comprehensive School: Culture, Curriculum and Community*.

In it he said that comprehensive

education had failed to improve opportunities for working class children. At the time he said: "We can no longer afford an education system that for too many pupils is an unpleasant induction into the experience of failure and inferiority."

His book contained many suggestions and proposals for a radical restructuring of the secondary curriculum, including the abolition of all public examinations at 16.

Last autumn Mrs Frances Morrell, Labour chairman of the schools subcommittee, said that apart from curriculum reform, the ILEA wanted to win back disgruntled pupils with a combination of graded tests for all, pupil portfolios to be known as the "London record of achievement", better careers advice and greater parental involvement.

Far too many pupils were "voting with their feet" and truanting, she said. One in four of all fifth formers were poor attenders. Only one in five left with no qualifications.

The HMI's report on the state of the capital's schools two years ago expressed serious concern that many teachers expected too little of their pupils.

Leavers can take exams

The Department of Education has agreed to a request from the CSE examining board that Enster leavers be allowed to return to the classroom to take their examinations.

An announcement will be made shortly making it clear to schools and local authorities that pupils on CSE course can leave school in the spring to look for employment

while remaining eligible for their exams in the summer.

Each year there have been instances of pupils being disqualified from CSE exams because they had already left school and not completed a full course. The rules applying to GCE O and A level exams have never required pupils to complete a certain number of weeks on a course.

Announcements

CHILDREN'S BOOKS 1983

Are we really facing a dwindling market?

a one-day conference to discuss the future

If you're a teacher, librarian, bookseller, publisher

YOU SHOULD BE THERE

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Details: Janetta Otter-Barry
Children's Book Circle
c/o Blackie & Son Ltd
14-18 High Holborn
Tel: 242 5832

NEWS

Time spent by teachers determines value of computers in the class, says report

Staff effort holds key to success with the micros

by Carolyn O'Grady

Success in using microcomputers in primary schools depends more than anything on the time and effort that teachers are willing to devote to the task. This is the main conclusion of a report entitled *Microcomputers in Primary Education*, which was published recently by Dundee College of Education.

The report is based on observations in 22 primary schools in which microcomputers were introduced. The research was done over a period of two and a half years and the project was funded by the Scottish Education Department and the Scottish Microelectronics Development Programme.

The report concludes that: "Either the microcomputer can be a point of prestige or it can work. To work it needs teacher time, teacher thought and teacher willingness to innovate". The most successful use was in classrooms where the teacher had spent a lot of time identifying suitable programs, adapting programs to make them relevant to his or her individual classroom; collecting data lists and involving pupils in data creation or other program work.

The point which emerged emphatically was that "a microcomputer plus pupils left unaided in a resource room was not the best value from the investment". If success was taken to mean that the teacher was freed by the microcomputer to undertake work of a less mundane nature with the class, the report says, "this kind of success

was not seen. "For most of the teachers in the project the microcomputer was an addition to, rather than a replacement of, teacher work in the basic bread-and-butter skills."

In fact, the delegation of basic drill wholly to the microcomputer was seen as counter-productive because it identified the microcomputer with the most tedious work. The teacher preferred a wide variety of approaches (microcomputer games, drill, competitions), and teachers like to keep in touch with class aptitude personally rather than at one remove.



The pupils, says the report, enjoyed the microcomputer. "None of the pupils appeared to be bored with the microcomputer but they did become bored with some programs."

An approach which appeared to be highly successful in terms of drawing out pupils' motivation and creating interest in normally tedious topics was to involve pupils in the collection of data and the creation of new programs.

Closure plan creates dilemma for parents

by Richard Garner

Asian parents may be forced to send their children to a Church of England primary school or face a walk of one and a half miles to school because of a threat to close their local school.

Nechells Junior and infants school in Birmingham where a £188,000 face-lift was only completed eight weeks ago, is threatened with closure by the city council because it currently has about 150 spare places - but local ward councillors are spearheading a fight to keep it open.

Mr Marwood Brown, a Labour ward councillor, said the nearest

alternative school was St Clement's Church of England primary school - and many Asian parents did not want to send their children to a Church of England school.

He added that the nearest local authority primary school was one-and-a-half miles away - "too far for little children of that age to walk".

Local councillors and parents have enlisted the support of Dennis Howell, the Labour MP for Small Heath, Birmingham, in their campaign to keep the school open. They plan to present a petition to the



Mr Derek Dowell, whose son Darren, aged eight, is deaf, has just learned that his four-year-old daughter Leann (pictured above with her father) has also lost her hearing.

Mr Dowell, of Kingswinford, Dudley, in the West Midlands, who is unemployed, was recently advised by a barrister to drop legal action against the Dudley health and education authorities, in which he alleges that his son was wrongly assessed as mentally handicapped.

Darren is now in the Royal School for the Deaf in Birmingham after

spending two-and-a-half years at Penns Meadow School for the mentally handicapped.

This week Mr Dowell said that after suffering an ear infection just before Christmas, Leann had ceased to respond properly. She had failed all the tests at the local hearing centre last week, and will see a specialist in Birmingham today.

Mr Dowell wants to pursue his action against the authorities, and is hoping for help from the Children's Legal Centre and the National Deaf Children's Society.

NUT ignores gay fears about Jersey

by Hilary Wilson

The National Union of Teachers executive has gone ahead with its 1983 conference in Jersey despite the fact that it is known that even though it knew that there were gay teachers in the union, it was not

A letter from a firm of solicitors to the union's secretary says that "any overt act of homophobia would be pursued and brought". The letter, written in response to an enquiry by the NUT, was published in a newsletter put out by the Gay Teachers Group, London.

The group says that neither the union executive nor the secretary would be considered as "overt" by the Jersey authorities, but the fear it could include speaking in public or gays dancing together.

"We wonder what sort of executive it is that knowingly delegates to its conference a group of people who are in jeopardy of being made enemies of the law," the letter says.

Mr Peter Bradley, secretary of the group, said: "I intend to bring a case in Jersey as I do in the United Kingdom, and if anything should happen to me I am prepared to face the full backing of the NUT."

The group is planning a lobby in Jersey to air the case of gay rights.

An NUT spokesman said that the union's decision to go to Jersey was made at the annual conference in 1982 and reaffirmed by the 1982 conference.

New tertiary scheme passes

Sir Keith Joseph, the Secretary, has approved a new tertiary scheme, this time in Essex.

The decision will mean the closure of two 11-18 schools and the establishment of a new 16-18 school. A tertiary college is established at Hallow College and on the site of a school.

Most of the changes are due to take place from September 1984 and in the following year. School rolls are expected to be 20 per cent over six years.

A writ against Sir Keith Joseph was served on Tuesday by the parents of De La Salle College, Chester. They decided to sue after Sir Keith refused to move the college from its current institutions where teaching must end this year.

Nick Wood looks at the possible effects of the failure to teach microbiology

Missing the boat on biotech

duce a backlash against its acceptance in industry. Education is essential to break down the widespread but mistaken notion that biotechnology is restricted to purely medical applications such as test tube babies and genetic engineering, which had understandably raised "sensational moral issues".

It is vital to get across the message that biotechnology has a potential for industry going far beyond controversial medical applications. These were spelled out by the Royal



Society in its report, *Biotechnology and Education*, published in November 1981. It said: "Biotechnology is primarily about the manufacture and sale of new and improved products and processes."

While some new industries are already offering additional opportunities, the scope of the biological industries will increase dramatically within 10 to 20 years with a significant positive effect on employment.

"Biotechnology will make an even greater impact in the early years of the next century in meeting society's expectations of improved living standards. It can be expected to play a substantial role in the provision of better drugs, vaccines, hormones, and antibiotics; cheaper and more secure supplies of energy and chemical feedstocks; more efficient production, storage and distribution of food and feedstuffs and improved

environmental control and waste management." The report also refers to "real or imagined problems related to health and safety" in school laboratory use of micro-organisms.

No-one denies that past practice, commonly the result of ignorance or inexperience on the part of teachers and science advisers in a new and changing area of scientific knowledge, has spawned serious health risks for children and teachers.

In one experiment, widely used in schools in the late sixties and early seventies, children were told to grow micro-organisms taken from human skin then test the resulting cultures with antibiotics. What nobody realized at the time was that they were producing potentially lethal penicillin-resistant staphylococci.

The use of *Serratia marcescens*, a bacterium producing bright red colonies on petri dishes, was also widely advocated in early curriculum projects in Britain and the United States. Only later was it discovered that the supposedly harmless saprophyte could cause serious respiratory illnesses.

Mr Robinson says that schools have two options: either to continue to outlaw the use of micro-organisms or to bring the subject back to the mainstream of the biology syllabus.

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Open Tech structure becomes clearer

by Mark Jackson

The shape of the Open Tech, the system being set up to open up technical and management training to adults, became clear this week. It will operate largely through a national network of drop-in learning centres.

The centres, the OT's director, Dr George Tooley, announced on Tuesday, will be accredited colleges, skillcentres, and industry training organisations, including individual companies. They will be supplemented by national specialist centres providing courses and materials directly to students and to colleges and training establishments throughout the country. Like the drop-in centres, the national providers will be existing institutions funded by the Open Tech to develop their new role.

Dr Tooley believes that within three years about 7,000 people a year will study the new system, which is

tended for people who find it difficult to attend traditional courses. Funded by the Manpower Services Commission, its cost is expected to rise from under £1m this year to between £5m and £6m in 1984-5.

Dr Tooley emphasizes that the Open Tech, which is being organized by a group representing industry and education, will not set up centres itself. It will wait for colleges and industry to put up proposals and then try to back those which offer the right kind of facilities in the places where they are needed.

The first seven projects to be backed by the OT - chosen from about 50 proposals received by the Manpower Services Commission - are: the development of an open

learning materials and resources information service by the National Extension College; a scheme to set up open learning centres - available to people from other firms - in British Leyland factories, which will concentrate on computer assisted learning; a Brighton Polytechnic-based project to develop micro-electronics and advanced engineering courses through a consortium of firms and colleges in the south-east.

Dr Tooley says that the project will involve a consortium of firms and colleges in the south-east. The project will involve a consortium of firms and colleges in the south-east. The project will involve a consortium of firms and colleges in the south-east.

A national open-learning system is being developed by Grimsby College of Technology. A Sheffield scheme to train managers of small companies in new methods of quality assurance. A Peterborough technical college

scheme to adapt New Zealand service courses so that they can be studied by Britain's Armed Forces on their own homes or stations.

Dr Tooley expects about 100 projects to be approved in the first year. Discussions have already begun with Channel 4 over the use of its daytime broadcasting to promote awareness of the OT.

No progress has been made with one of the key issues. It is expected that employers will not pay the full fees for their own staff, but there are no arrangements for other people, many of whom are prepared to pay for courses provided by institutions outside the OT. Dr Tooley believes the problem will become a battle as the OT triggers off action over the question of student support education and training.

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NEWS

The Royal Society urges more study of separate subjects. Nick Wood reports

Why all pupils should carry same science load

Every child should study physics, chemistry and biology as separate subjects up to the age of 16, the Royal Society, Britain's premier academic and professional scientific body, says in a report published this week.

The society deplores the present arrangements by which the must study science pupils, 1 in 10 boys and 1 in 20 girls, taking three sciences for O levels, do as many as 15 periods of science a week, while the majority of children, taking just one science subject, average just four periods a week.

It recommends that every child - irrespective of ability - should do nine 40-minute science periods a week - just over 20 per cent of total curriculum time.

The report largely steers clear of arguments about extra money for school science teaching, saying only that it should attract "more time and resources". It says its objective of science for all could be achieved with an extra 6,000 science teachers - "a relatively modest requirement in relation to national needs".

A pruning of science syllabuses is the key to reform, the report says. Only if this is done will the brighter children have the time to pursue three separate subjects to the ex-

isting O level standard. And it need not jeopardize the intellectual content of examinations.

A strong attack on the present system of options in secondary schools lies at the heart of the Royal Society's case. "They (pupils) should not be forced... to choose prematurely between science subjects before the age of 16 and should take courses embracing all three."

"We wish to see a real simplification of the science curriculum. The offering of too many options in an attempt to cater for a supposed wide range of inclinations and preferences among children is not a genuine benefit or a true extension of their freedom."

"These considerations apply particularly to girls, who are often inhibited by the convention that biology in itself provides a satisfactory education in science. We are especially anxious to see more encouragement given to girls to make full use of opportunities in science," the report says.

The report firmly rejects the notion that secondary science is best taught by an integrated approach. Ideally, each of the three sciences should be taught by a specialist in the subject. But the sciences should not be taught in isolation one from

another. Members of science departments should "coordinate" their approach and lessons with those of their colleagues. There should also be strong links with mathematics departments.

The report recognizes the varying levels of scientific ability at secondary schools. But it dismisses the idea that there should be one type of science for the able and watered down versions for the rest. The basic content of the three main subjects should be the same for all pupils, regardless of their ability - but the way each subject is taught in the classroom should be carefully tailored to their aptitudes.

"Courses should be firmly differentiated in difficulty and treatment, to accommodate different ability ranges. This should not, however, be taken to mean that there is one kind of science for the less able and another for the more able. The science taught may be easy or difficult as appropriate, but it should always be genuine science."

This thinking is carried through to the recommendations on exams where the society supports the idea of each subject being assessed through a number of question papers of varying degrees of difficulty. It also has little enthusiasm for the proposed system of grading for the

new 16-plus exam which would reward "average" candidates with a mark of grade six, on a descending seven-point scale.

"The average child will be described not as a second class citizen but as a sixth grade pupil," Sir Larry Pitt, chairman of the study group that produced the report, said at a press conference.

An ascending scale of grades would cut more ice with employers, he added. In making this recommendation, the society was not making a "trivial" point.

It is no coincidence that the general thrust of the Royal Society's report is closely in line with that of *Science Education in Schools*, the Department of Education and Science consultative paper, published last June.

Mr J Whinnerah, of Her Majesty's Inspectorate, took an "active" role in the study group's work, though he was officially present as an observer nominated by the DES.

"It is certainly the case that whatever merits it (the report) may have are due in large measure to the experience and wisdom which he brought to our deliberations through his wide experience of the problems of science education in schools," the society says.

The presence of Sir Wilfred Cuck-

croft, chairman of the Royal Society's Council, at the conference is another clue to the clout wielded by the society. However, he commented that the 16-plus national criteria for the proposed syllabus that could possibly be fitted into a course just three periods a week.

He said that he would be the proposed criteria for the subjects in the light of the report.

Concerted action by teachers and education officials is needed to persuade more girls to study physics, the Royal Society says.

At present, physics is taught in male preserve at all levels of school and society, according to *Physics*, a report prepared by the society and the Institute of Physics. In public exams at 16, every girl taking physics has four boys, an imbalance that blebs at degree level. Among professional physicists, only 1 in 10 is female.

Science Education II to 16 in England and Wales, a survey of schooling with special reference to science education, Girls and Boys' Schools Council Information Centre, 160 Great Portland Street, London W1, £1.50 + 20p stamped, addressed A4 envelope.



NEWS

As a report shows that boys need to learn about equal opportunities, Hilary Wilce visits a school where this is taking place

The other side of inequality

Boys suffer as much as girls from the lack of equal opportunities in schools. They do less well in English and are reluctant to take up "girls' subjects" such as home economics, child care and business studies.

Society's assumptions about the roles of men and women also hamper boys' education, according to a report published today by the Schools Council. Boys are encouraged to believe they must always suppress their feelings and be tough and competitive. This makes it hard for them to take subjects such as English seriously because the nature of the subject demands the sort of response they have learnt to conceal.

The report, *Equal Opportunities: what's in it for boys?*, outlines views presented at a conference on equal education and boys held in London last autumn. The conference was organized jointly by the Inner London Education Authority and the Schools Council and funded by the Equal Opportunities Commission.

The report points out that children have fixed ideas about male and female roles by the time they are three, and that by the age of five both sexes tend to undervalue the female role.

Science education II to 16 in England and Wales, a survey of schooling with special reference to science education, Girls and Boys' Schools Council Information Centre, 160 Great Portland Street, London W1, £1.50 + 20p stamped, addressed A4 envelope.

But the course is more than domestic science for boys. The working party which hammered out the idea sees it as one way of tackling the ill-prevailing sexism of school and society.

The course is enjoyed by pupils, which bodes well for its wider aims. Ms Frances Magee, deputy head, says it is the first time she has had pupils hammering on the door to get into lessons. But some teachers feel there is a need to translate the high ideals into more practical tasks.

The school is still waiting for a room to be converted into a home

A case of jobs for the boys

The Muslim 11-year-old pupil was refusing to do the task in hand. "I'm not washing up," he said. "That's women's work." His religion, he said, was against it. A fellow Muslim pupil disagreed and a class discussion opened up. The protester washed up.

Since September all the first-year pupils at Heston Downs Boys School, in north east London, have been taking a "Skills for Living" course. They study cooking, consumer education, and domestic decision-making, child care and development, and sex education, and are the first pupils in a boys-only school in London - and probably in the country - to be given such a wide opportunity to invade this female curriculum ghetto.

The experimental course has been pioneered by a group of staff at the school who won acceptance and funding with the simple, and by now almost conservative, argument, that if equal opportunities are to mean anything in school they must mean child care for boys every bit as much as carpentry for girls.

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in coming under an authority which is strongly committed to equal opportunities. It has the undoubted advantage, too, of having a chairman of governors, Ms Ruth Gee, who is also the vice-chairman of the Inner London Education Authority's schools sub-committee.

The ILEA is supporting the course by paying for a Scale 1 teacher for a year and picking up the cost of converting a room for home economics. The Equal Opportunities Commission is funding part of the course for a year, and the school itself has chipped in £1,000.

But the hard graft of working out aims and course content has come from within the school, and staff have had to acquire new skills in order to put their ideas into practice.

"None of us had ever worked in home economics," Frances Magee says. "Of course we did the shopping and the cooking in our own lives, but when it came to teaching

them we were totally lacking in confidence. There was one day when we were all lined up chopping cabbage for coleslaw or something, all looking at each other and saying "Am I doing it right?"

Up to 18 teachers and other staff have been involved at different times, working slowly and taking pains to consult widely at every stage. Three full staff meetings last year were given over to discussion of sexism and the proposed course.

The careful, almost laborious, process has paid off. The 60-odd staff - only a quarter of them women - have been supportive, although inevitably problems arose when the course had to be shoe-horned into a tight time-table and resourced from tight funds.

The hope is that Skills for Living will grow into a three-year course, and it seems likely that ILEA funding will be extended beyond this pilot year.

Single-sex schools aid self-confidence



Pauline Mathias

All-girl schools are the best preparation women can have for taking up equal opportunities according to the 1983 president of the Girls' Schools Association.

"It is paradoxical but true that education in a single-sex school is better at equipping women to take their place as equals to men in the adult world. It increases their self-confidence and trains them in all areas, not only in the conventional girls' subjects to which they are all too often restricted in coeducational schools," Mrs Pauline Mathias, head of

More House School in London, said. Mrs Mathias, whose Catholic school is the youngest member of the GSA, said women should play their full part in the country and should not confine themselves "to fringe protest groups who merely antagonize the majority of women and men."

Mrs Mathias, who is aged 54, emphasized that girls' independent schools are different from their male counterparts. They are usually smaller, more varied and less hampered by tradition.

The Society of Education Officers annual conference in London

Youth Service offers taste of MSC's promised land

by Stuart Maclure

Mr Alan Thompson, the former deputy secretary of the Department of Education who recently chaired a review committee on the Youth Service, told the SEO that the Youth Service, and the approach which it embodies, could be the forerunner of "a valid tertiary stage of education", dedicated to the fuller personal development of young people.

He had no doubt that such a tertiary stage was needed. It was taking shape under the leadership, not of the DES, but of the Manpower Services Commission. He regretted that this advance into the promised land (described in some of the great education reports of earlier decades) should be initiated by the MSC and expounded in the institutional rhetoric of an industrial training agency. He attributed this directly to the inclusion of education within the block grant system of local government finance. So long as this remained, he told a questioner, there was no chance of recovering the initiative for the DES.

There were, he said, many in the Youth Service who would like to withhold cooperation from the MSC

because they feared the risk of exploitation and takeover. But a majority would fight to keep the Youth Service involvement with the Youth Training Scheme and make sure that the personal development aspect was emphasized fully, alongside that of vocational preparation.

To create the circumstances in which personal development could be realized through the Youth Service, it had come to be recognized that young people themselves had to have a direct hand in deciding on the provision and management of youth activities. Political education was an essential element, and this had to be seen in terms of political activity, not passive instruction, notwithstanding the well-recognized dangers.

In matters of community involvement, the Youth Service was sometimes quite unnecessarily at odds with itself. It had to avoid a simplistic definition of "service", while also resisting attempts to manipulate immature minds. It was essential within the Youth Service to stand up for equality of opportunity for persons of different development, and to apply this to matters of race, cultural back-

ground and gender. The merits or demerits of separate provision for girls was a big talking point.

Mr Thompson said his report had been criticized for not putting figures on the cost of the extra resources which the Youth Service needed. He defended this, arguing that because of the "multiplier" effect of the voluntary contribution to the Youth Service, which he estimated as being worth 10 times as much as the amount devoted to public funds - the information on which to base precise figures was not available. But the resources available from all sources were already very great.

His committee had recommended some statutory change, including a national body to coordinate the management and planning of the Youth Service. But there was much which could be done without legislation at the local level to get field practice and policy pulling together. The place in which was with a local policy review which did not need legislation. Some extra resources would be required, which would release yet more voluntary action.

L.e.a.s invited amend poly plans

by Sarah Bayliss

Local education authorities were urged to step in and amend the future plans of polytechnics and colleges if they saw fit by Mr William Widdowson, junior minister for higher education.

In an address to the SSO conference, Mr Widdowson spelled out the work of the National Advisory Body for public sector higher education, the active role which L.e.a.s should play in planning future provision and the major rationalization of colleges and polytechnics already in train for 1984-85.

He warned that the planning exercise timetable for 1984-85 should not tempt L.e.a.s to opt out of making savings in higher education spending in the coming financial year. The AFE pool would be 10 per cent lower in 1983-84 than two years ago and, unless savings were achieved the position in 1984-85 would be even tougher.

General overhauls in some colleges could still be reduced, and many authorities were already using premature retirement schemes to reduce lectural numbers. But even before 1984-85 some compulsory redundancies coupled with the protection of the most essential activities would be necessary.

The NAB, which he chaired, had come into being as a result of the need for retrenchment in public sector higher education. NAB itself should not be blamed for the retrenchment and the cuts which came with it. Its work was the result of financial pressures arising from the Government's overall policies.

The need for across-the-board rationalization is a matter of the utmost urgency, we simply cannot afford any delay in bringing this rationalization about.

Institutions had been drawing up their plans for 1984-85 by December last year. L.e.a.s now have to consider these in consultation with their Advisory Councils, with a subcommittee finalizing the plans by the end of March.

Their role was essentially to assess and amend institutions' plans in a way which would be consistent with the Government's policy.

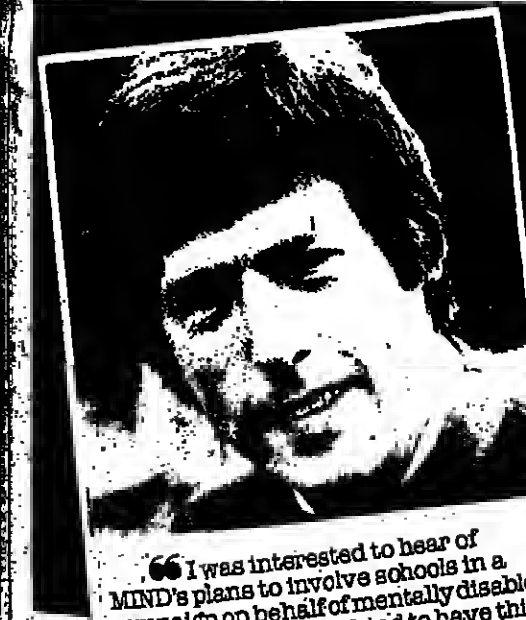
He pointed out that the Government's policy was not to "equalize" but to "improve" the quality of higher education. "An approval of equal misery is not going to help anyone in the long run."

Mr Edward Heath, the former Conservative Prime Minister, urged the Government to bring higher education when he spoke at the Polytechnic at Nottingham last week.

"The proposed 10 per cent cut would be highly damaging to higher education," he told students, staff and members of the public.

"Polytechnics ought to be given the highest priority. They can do so much for greater efficiency and productivity but an across-the-board cut is a very blunt weapon. Those who try to be most efficient will suffer the most."

Mr Heath also hit out at proposed student loans in place of grants. These, he said, would have a "bleeding effect" on young people, worrying them about how to repay the loans, especially at times of high unemployment.



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Outgoing president reports good year for the society

Mr John Tomlinson, chief education officer for Cheshire and retiring president of the SSO, described his year in 1982 as "a good year for education, good for the society".

Membership had grown to new heights - to roughly 1,300 members, with about 80 new members mostly from the lower grades.

Mr Tomlinson's absence through illness had been ordered by doctors to rest for at least a month.

Richard Garner looks at the background to two long-running disputes between L.E.A.s and teacher unions

Hopes rise for both sides in Durham

Signs of a breakthrough emerged this week in the long-running dispute between Labour-controlled Durham County Council and the two biggest teachers' unions.

Both the National Association of Schoolmasters' Union of Women Teachers and the National Union of Teachers have been at loggerheads with the authority since early last summer term after the council cut its supply cover for its 49 secondary schools in last year's budget.

But both sides met last Tuesday - the first meeting they have held in more than two months - and will continue today.

The dispute started as a ban on covering for absent colleagues, which escalated when teachers who took part had their pay docked. Then the dispute spread and teachers stopped lunchtime supervision.

The authority declared that it would take on extra ancillary staff so that no teacher would have to supervise again at lunchtime in its secondary schools. Although the money for the 319 extra staff has been noted only until the end of this financial year, the authority now sees this as a long-term solution.

Mr Derek Sowell, the director of education, said that Durham had faced bans on lunchtime supervision five times during his five years.

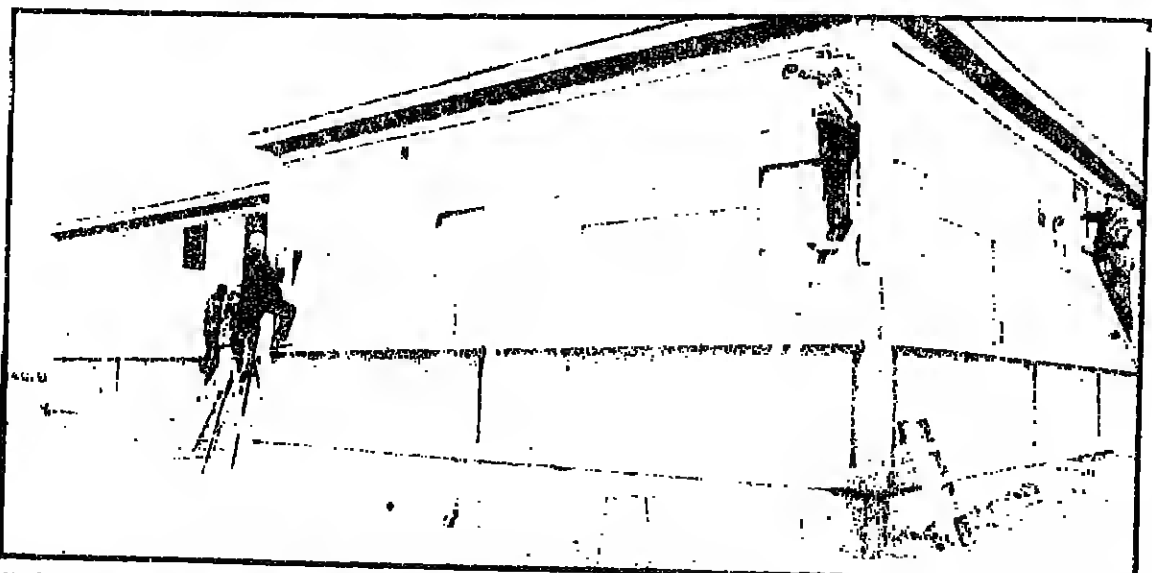
The path the dispute has taken has led to similar allegations being made against Durham's Labour leaders as have been levelled against the ruling Labour group in Mid Glamorgan.

Last week Mr Fred Jarvis, general secretary of the NUT, accused them of "behaving more like mine-owners of old than the guardians of children's education".

Mr John Anderson, regional officer of the NUT, said: "In some ways, Durham are extremely good employers. Their interpretation of the national sick pay arrangements is an example - they use their discretion most liberally. But when it comes to a clash of opinion, they can be very obstinate and even pig-headed."

Mr Jarvis's accusation stung the Labour leadership - many of whom are ex-miners and have been active members of the National Union of Mineworkers. The chairman of the education committee, Mr Fred Long, is an ex-miner. Aged 58, he was made redundant last year.

"I wouldn't class myself as an old-fashioned pit owner. We've been forced into this present position because of the Government," he said.



Workmen repaired some £2,000 worth of damage caused by pupils to Willington Parkside comprehensive school, County Durham, last December. The incident happened 20 hours after the introduction of part-time ancillary staff during the teachers' "no cover" dispute.

Some teachers' leaders, however, suspect that an anti-white-collar union stance is being adopted by their employers.

Comments by councillors at recent education committee meetings are cited as evidence: "We show the teachers goodwill in three ways, through sick pay, maternity leave and free periods." "This is a direct refusal to obey a management instruction - they have decided to get paid for doing nothing - allegedly marking papers - when they already work a five-and-a-half hour day and have 14 weeks' holiday."

However, the county council denies such an attitude and points out that teachers were offered premature retirement three years before any other group of its employees. Durham is no stranger to disputes with teachers. In 1969, when two Durham schools were chosen from seven in the country for "no cover" action, teachers were suspended. Members of the NAS refused to teach classes of more than 30 pupils and 180 teachers were "excluded from school".

Only after an arbitration hearing chaired by Lord McCarthy did the authority agree to pay back money deducted from teachers' salaries.

Mr Colin McInnes, regional official of the NAS/UWT, says this arbitration established an important principle - it gave teachers the right to refuse to cover as a form of industrial action.

This principle lies at the centre of the latest dispute. The authority

claims it has docked about £6,000. According to the NUT, money was docked from the December pay packets of 191 members who refused to cover on 272 occasions. On average, teachers lost between £3 and £4 a month.

Even so, the original cause of the dispute could be quickly settled. Mr Long admitted last week that he was not in favour of the cut "with hindsight".

'If County Durham succeeds in its aims, very many other local authorities will be tempted to follow suit.'

sight" and had not realized it would cause so much aggravation.

Teachers agreed that the axing of supply cover was the sticking point on cuts. A ballot of all the secondary schools by the NUT provided the necessary two-thirds majority for industrial action in 30 of the 49 schools.

Both sides would like to settle the dispute - and it looks likely that money for extra supply cover will be put into next year's budget.

The authority has come under outside pressure to settle this aspect of the dispute - the teachers' panel of the Council of Local Education Authorities' schoolteachers' committee pledged unanimous backing for NUT and NAS/UWT members in Durham.

That body includes in its ranks members of the National Association of Head Teachers, Secondary Heads Association and Assistant Masters and Mistresses Association. In fact, AMMA has also declared a collective dispute with the authority over supply cover.

The authority defends its original decision to dock teachers' pay by claiming that banning cover was a clear breach of contract since the staff have refused to comply with an instruction from their head teacher.

Here they have received the support in principle of the Conservative-controlled Association of County Councils' education committee. However, Mr Sowell added that head teachers supported the authority's action in docking pay.

Mr Don Hlenkinsopp, immediate past president of the NAHT and a regional council member, said: "We supported the local teachers' panel in opposing the withdrawing of supply cover by the authority. However, we are opposed to the present industrial action and can fully understand why the authority has deducted pay if the teachers are breaking their contracts."

The importance the NUT attaches to the docking of pay can be seen in a memorandum prepared for the union's annual conference in Jersey this Easter called "The Crisis in Public Education".

"There is no doubt that the Durham dispute is of great significance to members generally," it says. "The action started after the authority rejected a union proposal in the dispute. Defeat budgeted for 8 per cent for salaries last year whereas the actual settlement agreed after the action gave the teachers only 5 per cent."

The teachers suggested a summit term that the event which amounted to the supply cover totalling £100,000 was cut from the budget.

During the term, NUT began no-cover action and UWT members in nine schools did likewise.

Their actions had a serious impact on the beginning of the term when the authority docked its employees' pay.

Unions sent a national delegation to the authority early in the term to ask councillors to reconsider their decision so that talks on supply cover could start.

Councillors agreed to consider the matter at a special Labour meeting but eventually their stand - it is understood - was to 12. A subsequent vote on national union officials to month to convey this to the teachers' union.

Unions then stepped up industrial action by withdrawing staff which included a key lunchtime supervisor. The authority decided to take on an ancillary staff to replace them at lunchtime.

The NAS/UWT and the Association of Public Employees' members include school meals saw this as an attempt to break the dispute. The NUT considered this but felt that it could have important repercussions in the time for the thorny question of lunchtime supervision.

However, both sides hope to settle the dispute by the end of the term. The NUT has an old tradition that you get your opponent in the council but not in the negotiating room. Then buy him a drink afterwards.

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Farm scheme may start wage row

Edited by Mark Jackson

County education departments are being asked to take over responsibility for all school leavers entering farming under a special version of the Youth Training Scheme which has been drawn up for agriculture. They will pay the youngsters and supervise their training.

The scheme, worked out by a consultative group from the agricultural training board, farmers and local authorities, with the blessing of the Manpower Services Commission, is likely to be highly controversial. It means that apprentices will have their first year pay cut from £32 a week to the standard YTS allowance of around £28.

Apprentice wages were a major issue in the discussions of the task group which drew up the YTS, which decided in the end that they should still be subject to collective bargaining, although the youngsters could do the same training as other YTS trainees. Since then TUC officials have repeatedly warned that any attempt to use the YTS to bring down apprentice pay could wreck the scheme.

So far the TUC has taken no action over a scheme announced for electrical contracting under which apprentices will become YTS trainees and draw only the allowance. The scheme has the enthusiastic backing of the electricians' union, whose leader, Mr Frank Chapple, is the TUC's current chairman, although it has been criticized by some other unions.

But the farmworkers' union is a good deal less enthusiastic. It had to fight a long battle to get the MSC to take steps to prevent farmers exploiting youngsters under the present Youth Opportunities Scheme, which it blames for accelerating the sharp decline in apprentice recruiting; and it suspects that the YTS will be used in the same way.

The farmworkers are now part of the giant Transport and General Workers Union, whose agriculture trade group met yesterday to discuss the proposals. Before the meeting its leader, Mr Jack Boddy, said that he had very serious reservations about the scheme.

The local authorities who are expected to run it are all members of the Association of County Councils, which is represented on the consultative group which drew up the proposals.

The idea is that they should use their county agricultural colleges both to supervise the youngsters on the farms where they work and to provide courses of off-the-job training.

Employers, we are told, never cease to be amazed at the low quality of applications from fifth form leavers, despite the severe competition for the very few jobs available. Inevitably they blame the schools, who they claim fall into the trap of assuming that common sense is common to all, instead of being the privilege of the few.

The guidelines which follow, therefore, might provide a useful starting point for a class tutorial session. (An appropriate lesson aid would be a photocopy of any standard application form.)

1. Never be in a hurry to complete the form. Read it through carefully. Make sure you understand all the questions. Make a copy of the form on a separate sheet of paper with all your relevant details. (Not only because mistakes can easily be made first time round but because it's useful to have a copy in case you are called for interview.)

2. "Name" - block letters are usually stipulated for the surname. If not, it's still a good idea to use them for ease of reference.

3. "Address" - include your postal code. (If for no other reason, it shows attention to detail.)

4. "Date of Birth" - don't put today's date!

5. "Place of Birth" - this means town and county not "At home" or "In hospital".

6. "Schools and colleges attended" - unless otherwise stated you can include primary schools. Dates

from "from" and "to" can be shown in months and years only.

7. "Examinations taken" - include your failures as well as your passes. List the subjects in alphabetical order; or alternatively from the highest grades to the lowest.

8. "Previous and current employment" - this can include Saturday and holiday jobs, but check through the form in case another section asks for details of part-time employment. In any case, give the employer's name and address, type of business and the job you did.

9. "Illnesses" - employers need to know details especially about disabilities and allergies.

10. "Activities and interests" - this section requires a lot of thought. Don't exaggerate. Start with your

Careers Diary



by Brian Heap

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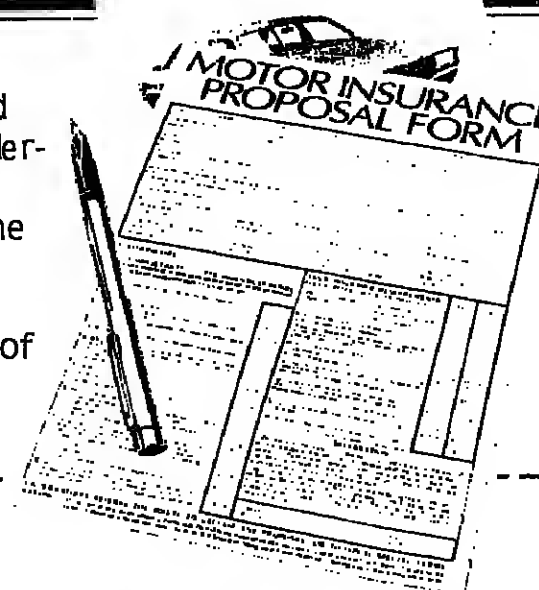
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The snow dispute that refuses to thaw

A dispute between Labour-controlled Mid Glamorgan County Council and members of the National Association of Schoolmasters' Union of Women Teachers is about to enter its second year.

This row in the valleys is currently the longest-running teachers' dispute and - with teachers still withdrawing goodwill from the authority and the authority refusing to pay back money it docked from their salaries a year ago - seems destined to continue for some time to come.

The dispute in Mid Glamorgan began when the authority wanted to make up for term time lost when schools were closed during the heavy snowfalls of last winter.

Mr Philip Squires, chairman, co-opted teachers' organizations by telephone asking them if their members would be prepared to forego their half-term holiday last spring in order to make up for the last time.

He received the all-clear from all the teachers' organizations except the NAS/UWT whereupon he declared that the schools should stay open during the half-term break and that teachers should turn up.

The NAS/UWT instructed its members not to turn up and to take their half-term holiday break as had been agreed. According to the union's officers, it was a point of principle to the union that - if one holiday period could suddenly be unscrambled unilaterally by an employer - then future arrangements over holiday periods were not worth the paper they were printed on.

In the event, the schools stayed open and most of the NAS/UWT members stayed away. Those that went in to teach were threatened with disciplinary action for disobeying a union instruction.

The authority's response was to dock pay from all the teachers who stayed away - whereupon the NAS/UWT said it would continue to press for the row to be solved through the authority's disputes procedure.

An arbitration panel was appointed to look into the dispute - and whilst it rapped both sides on the knuckles - it recommended that the authority should pay back the money it had docked from teachers and said it felt the telephone con-

sultations over ending the traditional half-term break were inadequate.

The authority, though, having agreed to go to arbitration, refused to abide by the recommendations of the arbitrators - and decided not to pay back the money.

Since then there has been little movement in the dispute - although the NAS/UWT has sought to involve the Welsh TUC as a mediator.

There has been one further peace initiative - over the Christmas break as a gesture of goodwill Mr Fred Smithies, the union's general secretary designate, suggested holding a meeting with Mr Squires to see if the deadlock could be broken.

It failed to break the deadlock, though, and Mr Smithies announced afterwards that it was with mutual regret that the dispute would continue.

He said the reason for the breakdown was that the county solicitor had advised councillors that they would be breaking the law if they repaid the teachers the money the authority had taken away from them.

As a last chance of finding some

solution to the impasse, the union is now seeking its own legal advice on this ruling.

So what effect has the year-long dispute had? Children have to be sent home from school early and teachers have refused to use their own transport to go to and from lessons in split-site schools.

The NAS/UWT claims that it has shown how an authority with a built-in majority (Mid Glamorgan has been Labour since it was created) can ride rough-shod over its employees without any form of consultation with them.

The National Union of Teachers, denies this, though, and says the county council had a good record on consultation - and the established machinery is still there to be used.

As for the authority, The TES requested an interview with Mr Squires but was told by his secretary that "it would not be right for him to give an interview without putting it to his committee".

Asked if matters would change if Mr Squires did put the request to the committee, she replied: "Honestly, I don't think so."



Above: The snow chaos that hit Mid Glamorgan schools in late January, 1982.

The NAS/UWT claims that its membership has been increasing in Mid Glamorgan because of its stand over the half-term holiday issue.

However, the NUT denies this. Mr Peter Mantle, secretary of the 4,800-strong Mid Glamorgan branch of the NUT, says that it has not been free to accept members wanting to join the NUT from NAS/UWT because of TUC agreements designed to stop unions "poaching" members from their

OVERSEAS

South Africa/John Kane-Berman

Black exam results are the worst for 20 years

JOHANNESBURG: South Africa's black schools have just produced their worst examination results in 20 years. Only one in 10 of the 62,000 candidates who wrote school-leaving exams at the end of last year obtained a university entrance qualification, while the overall pass rate was a mere 51 per cent.

These results are only slightly worse than last year's, but they are very much worse than even the riot-torn year of 1976 produced, when one in three candidates matriculated and the overall pass rate was 83.4 per cent.

The Department of Education and Training, which is responsible for African education in South Africa's segregated system, confessed to being disheartened and has begun investigating what went wrong, subject-by-subject. Mr Job Schoeman, spokesman for the department, hazarded some preliminary guesses in an interview with *The Times*.

One obvious factor, he believes, is the continuing shortage of qualified teachers: 85 per cent, in fact, have had no training as teachers (although some have graduated in other fields).

The beginning of 1984 may indeed see a temporary increase in the shortage, the department having extended the teacher-training period from two to three years. As a result, the January 1982 intake of trainees will be sent into the schools in January 1985, instead of January 1984.

Mr Schoeman also suggested that the rapid growth in numbers of candidates could be a reason for the poor results. Until recently, the school "drop-out" rate was so high that not more than a few thousand pupils wrote final exams, and Mr Schoeman believes these were a "select group". Though still high, the "drop-out" rate has been coming down, with the result that the number of candidates jumped, from 36,000 in 1980 to last year's figure of 62,000 (both figures excluded the Transvaal).

One leading private educationist agrees that increased numbers are severely straining the system. In the 1960s, when the Verwoerdian policy that blacks should be educated only for labouring jobs reigned supreme, the authorities did not bother much about secondary schooling. But the 1970s have seen much more attention paid to secondary education, secondary school enrolment now growing by 15 per cent a year. The number of secondary schools has more than quadrupled in the past 20 years.

Dr Ken Hartshorne, a highly-regarded former senior official of the department, told *The Times* he believed the 1982 results were "the cumulative effect of neglect over many years". There had also, he believed, been a "breakdown in teacher morale". Black reaction to education seen as part of "the system" was also, possibly, a factor.

But Dr Hartshorne added: "We had got used to a pattern of a third of candidates matriculating, a third obtaining school leaving passes, and a third failing. There has now been a very fundamental drop in matriculations, and none of the reasons that we all know very well explains this satisfactorily."

Despite strict curbs on general government spending - including defence - in the last few years, spending on black education has more than doubled. It rose from R255m (£13m) in the 1977-78 financial year to R563m in 1981-82. Mr Schoeman claims that the "silent majority" in the black community is aware of and welcomes the improvements being made.

West Germany/Paul Bendelow

Greens seek end of state monopoly

BONN: A remarkable rethinking of education in West Germany is taking place in back rooms, converted warehouses and public forums throughout the country. The radical Greens party has entered the general election campaign on a platform which includes the most sweeping proposals for education in the history of the Federal Republic.

With recent opinion polls suggesting the Greens will get the 5 per cent of the vote they need to enter the federal parliament after the March election, their views can no longer easily be dismissed as Utopian dreaming - however difficult it may be to imagine their implementation.

The cornerstone of the policy advocated by the Greens leader, Petra Kelly, is the dismantling of the state monopoly in education, which would automatically mean abolishing the civil service status of teachers. As Herr Thomas Hoof, regional party manager for North Rhine Westphalia put it: "Teachers should be partners of their pupils, not servants of the state." Schools would be run by committees of parents, teachers and pupils on a basis of complete autonomy; they would decide on curricula, staff appointments, teaching methods and materials and financial expenditure. This is in keeping with the Greens' philosophy that decision-making in all areas should be in the hands of those directly affected.

The Greens' concept of education is based on the assumption that human beings want to learn, but their motivation is too often stifled early in life by exam-orientated teaching. The system proposed by the Greens would abolish all competitive assess-

ment and examination. Young people would leave school with reports on what they had undertaken and achieved. Entrance requirements for higher education would be abolished, leaving the individual to decide at what point his interest and motivation stopped.

The proposals can be seen in part as reaction to the highly structured system of continual assessment through exams and test-piece work in West German schools, which has led to a widely-condemned degree of stress among pupils. They are also a response to the growing problem of youth unemployment.

But they also embody a rejection of specialization in education, producing what Herr Hoof describes as "highly-specialized incompetence" among those who succeed in the present system. This reflects a fundamental concern among the Greens for the development of the whole personality and potential of the individual, rather than merely selective skills required by industry or the existing social structure.

In the words of one much-quoted slogan, the Greens aim for "schooling adapted to children, not children adapted to schooling".

Uncertainty among parents as to the aims of the Greens is often expressed in the question of what a "Green school" would be like. Herr Klaus Meisner, a member of the working party on education of the regional Greens party in North Rhine Westphalia, dismisses the question as based on a misunderstanding.

The aim, he says, is not to replace one set of directives from above by another, but to replace compulsion by freedom: not to in-



Petra Kelly

doctrinate children with "Green" ideas, but to enable genuine alternatives to develop, and as when people want them, on a pluralistic basis.

At present, education policy among the Greens differs from one federal state to another in points of emphasis. The Greens in Hamburg, for instance, are campaigning for a fully comprehensive system, while Baden-Württemberg Greens are calling for a reintroduction of village schools in country areas.

In North Rhine Westphalia and Hesse, the expansion of the comprehensive model, together with the introduction of "free" schools, are seen as a preliminary step towards what the Greens term the "deschooling" of society. A national congress on education is planned for this autumn at which the Greens hope to produce an outline policy acceptable to all their regional parties.

The Greens recognize that even if they succeed in entering the federal

parliament in March, the implementation of their ideas will be a long-term aim of the party, and its third year of existence, it might be achieved if the Greens gain a voice in central government.

With the Greens already holding seats in six of the regional parliaments, this possibility cannot be ruled out. At a pre-election congress near Stuttgart, the party's spokesman, Herr Rainer Turm, said the Greens would be willing to support a minority Social Democratic Government in Bonn in return for considerable policy concessions.

The nature of these concessions in the education field, as well as key issues of nuclear disarmament, unemployment and the environment, would have to be negotiated with the Social Democrats when the time came. In the meantime, the Greens are pursuing their goal of changing public consciousness which they believe is essential for their policies to be implemented.

Just how seriously the Greens' influence is being taken is shown by the fact that a number of conservative politicians now in power in the Greens to be banned on the grounds that they could disrupt government. Whether this is true or not, there is no doubt that the ideas put forward by the Greens are disrupting conventional thinking in a number of areas, including education.

At a Stanford professor of philosophy with joint appointments in the departments of psychology and statistics, Dr Suppes also directs Computer Curriculum. This company provides 27 instructional courses for the computer as well as the machines themselves. About half a million youngsters in the United States are using his curricula.

"At first teachers were afraid they could be replaced by the more efficient and tireless machines. But I think that computers make students more personally involved in their lessons. And as they enjoy learning, it makes the task of teaching easier," Dr Suppes said.

Mr Dick Connors, principal of the Ben Franklin School in Colma, thinks students and parents are equally excited by the computers. They are thrilled because they say their children will have no trouble finding jobs and that they will be on the cutting edge, he observed.

At this school only 300 of the 490 pupils have a chance to work regularly with the computers. The district owns the mini-computer, and would like to have more schools on terminal, but money is a problem.

Pat Schandler, a former science teacher who runs the computer laboratory, says computers are not magic. At the beginning, they are fun. They provide immediate feedback which makes kids happy. They also furnish drill and practice, but they don't teach.

She sees the fact that teachers have less time for student contact as a possible disadvantage. Sometimes, because the classes are divided, allowing half the students at a time to "rotate" through the computer laboratory, teachers must repeat a lesson.

Dr Michael Kirtz, professor of education at Stanford, says pulling youngsters away from their regular classrooms can "make them confused". He cites federal programmes as an example. "When there has been a notable lack of coordination between what goes on in the regular classroom and in supplementary teaching, the pupil may end up confused by the two kinds of instruction."

In addition to disrupting the continuity of teaching, Dr Kirtz also says that the use of computers in the classroom is a "distraction" from the main task of teaching. "Our project is related to needs and resources of the area and uses the resources of the area to teach simple technology," Mr Kirtz said.

TES correspondents explain why US schools are failing to reap the full benefits of the micro revolution

Age of computer has yet to dawn in the classroom

WASHINGTON: The much heralded age of the computer has not yet reached the American classroom, according to a survey of teachers carried out by the National Education Association, the nation's biggest teachers' union.

As a result, it is easier to find a sample survey of 1,200 teachers, the association found that only 135 said they used computers for teaching purposes.

Most predicted huge advances in technological learning over the next decade, but said they received vir-

tually no encouragement from school principals or administrators to introduce computers to the classroom.

A majority also expressed great interest in learning about computers. More than four fifths said they would take a computer-related course if one were available.

Meanwhile the US Department of Education has launched a study designed to define "computer literacy" as a first step towards discovering how much American teachers and pupils know about computing.

Microchip could give teachers more time to teach

PALO ALTO, California: Computers will free teachers to become coordinators and trouble-shooters, and will help students with individual difficulties. The computers will assume many of the routine chores such as marking homework and worksheets, freeing the teacher to do more teaching, Dr Patrick Suppes believes.

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sees the cost of computers as a big obstacle. "In the 1960s and 1970s individualized instruction was a movement that was all the rage. But now with the fiscal picture for schools less favourable I think it is unlikely that schools will purchase computers. They need to increase their operating budgets from 1 to 3 per cent for five years in a row in order to have only one or two computers per classroom."

At Balboa High School in San Francisco, an inner city school of 2,200 students, Shirley Thornton, the principal, strongly believes in computers. "They free our teachers to teach. They make it easy for an instructor with 32 youngsters to move."

She compares the computer to a doctor who has an X-ray and can see precisely to make an accurate diagnosis. "The computer won't pass a youngster unless he or she has done the work."

In the computer laboratory here, concentration is so intense it is almost tangible. Pupils spend 20 minutes a day on their terminals. In that time, they can do 50 maths or language problems. They often come in at lunch or after school to work on the terminals, and receive certificates of achievement for good work which reinforces their desire to stay on the computer.

The teachers receive progress reports showing how much each student is using the system, how many minutes he or she has worked on the computer and what his gains and deficits are.

The school has a special re-entry programme for children who may have failed as many as four times. Here the computers allow youngsters to catch up and thus alleviate the stigma of poor or inadequate achievement.

Thornton hopes to obtain Computer Curriculum's new course that teaches English as a second language. This program offers more than 200 hours of instruction accompanied by a digital speech machine. This enables a Spanish or Chinese-speaking child to hear the words pronounced correctly as they write them on the terminal.

"This course opens a whole new direction for curriculum," Dr Suppes said, happily. "We're in the process of introducing our course work on a microcomputer. They are smaller and less expensive. The core computer can be owned by the district and the school can buy the terminals."

Charlotte Beyers

OVERSEAS



Most teachers who took part in one US study said they received virtually no encouragement from school principals to introduce computers to the classroom.

Peter David

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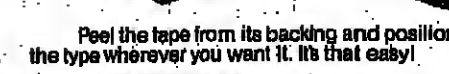
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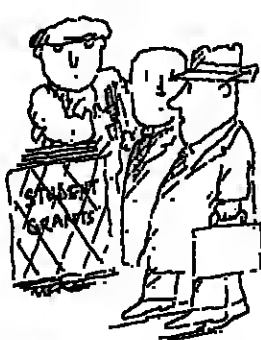
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THE MECHANICS OF TIMETABLING. John Stiles, Sheffield 6-8 April.

SUMMER 1983 - MIDDLE MANAGEMENT IN THE SECONDARY SCHOOL. David Warwick, Keith Blackburn, Douglas Hamblin, Wetherhampton 28-29 July.

THE MECHANICS OF TIMETABLING. John Stiles, Wetherhampton 28-29 July. Further information from The Secretary, ISTC, 99 Ashurst Road, Barnet, Herts. Tel: 01-446 5342.

Grant system hits parents



I suppose they'll increase the dose to cover repayments.

Sir - Your recent leader (Jan. 7) of unfairness in the present student grant system for higher education omitted the most obvious yet least noticed. It is unfair to young adults that their independence and legal majority are not recognized by a system which compels financial dependence on parents, and frequently even more unfair to those who for one reason or another do not wish to take full advantage of this, or are prevented from doing so at all by parental refusal to contribute or sign grant applications.

It is entirely unfair, on the other hand, to all parents, that this unique responsibility for children otherwise legally adult and morally independent should be imposed.

In a bipartite system the grant element should be uniform and mandatory, not means-tested (incomes are already differentially taxed, and there are categories which by the present system get disproportionately doled out). Parents who approve their children's use of further money would continue to give it, or might loan it favourably if they could afford to.

The children of parents who could not or would not supplement their grant would be able to borrow what they needed from the State; they would not be prevented from following their choice as some now are, or compelled to live on short commons as many do.

D HENSCHER
Principal
King James's College of Henley
Henley-on-Thames

Tory tactics

Sir - It is sad to see the educational press swallow the Government's contention that the only alternative to the declining grant is a loans scheme. The Tory tactic is an old one: present a system to replace it with something worse. The result is that the TES (wrongly) conceded the principle of loans and left the door open for another attack upon the ability of working class, women, and other students to entertain post-school education.

Don't be fooled by the hints of

extra resources for others in education - the DES has an interest and the Treasury no patience with such thoughts. Don't be taken in by assurances that loans will relieve pressures upon student numbers - institutions will still find themselves being cut. View all claims that loans will save money with caution - the initial costs are high and return of the money by no means guaranteed in times of high unemployment.

The reality is that the principles of loans and grants do matter. NUS has always sought improvements in the grant system on the grounds that we wish to see an expanded, open and publicly funded education system accessible to all those able to benefit from it. It is on those principles (as well as other more practical considerations) that we reject loans - a step backwards to pre-1962 days. It is worth remembering that the expansion of higher education rested upon mandatory grants, in itself no mean achievement.

Now is the time for all involved in education to put the principles, as well as the practicalities, of loans under the microscope. If we do that, the idea will soon disappear.

NEIL STEWART
National Union of Students
3 Endsleigh Street
London

Another obstacle

Sir - Professor Peston's article (TES January 14) on the proposed student loan scheme asks whether the

scheme would make entry to education fairer. I would agree that, for from being fair, the scheme would set yet another obstacle in the path of those seeking to pursue higher education since it is based on a false assumption, i.e. that the parents of students are themselves financially secure and will remain so.

It has long been acknowledged that in Third World countries, where there is an insurance against poverty in old age; in a modified form some is true for certain sections of our own society.

Parents of working-class children would normally contribute towards the family expenses, and in time to support that child's return, the working-class parent often feels morally obliged to make some contribution towards the income from the moment the child's salary is earned. In many cases this contribution is necessary since the parents of such students are earners, have little savings and their earnings are likely to decrease later working life, unlike their salary earners, resulting in a significant retirement pension.

The cost of financial support for their parents will therefore be borne by the latter rather than the child, and will frequently coincide with the time in which the child's own marital and family expenses are at their peak. The added cost of paying back a grant loan back to supporting parents, young loans and possibly a non-working parent would prove crippling, unless adequate financial allowances for such circumstances were made.

Meanwhile, students from affluent backgrounds would be unaffected since their parents will still be in a position to help a graduate child repay any grant debt.

The result would be an even greater inequality, not less.

MAUREEN BROOK
15 Widdicombe Avenue
Weeping Cross
Stafford

Parent power

Sir - We are writing to you to correct two false impressions which your report (January 14) on the North of England Education Conference may have given to your readers about the Liverpool situation.

Firstly, no reorganization proposals were presented to Sir Keith Joseph. This is because, regrettably, no proposals exist. What was presented was a document which outlined the options which were available. This was a secret. It will shortly, unless Labour opposition to it is successful, be sent to all governing bodies and parent teacher associations in the city.

Secondly, you gave the impression that everyone connected with education was waiting with bated breath for a Labour victory in May so that their policy can be implemented. What policy?

The Labour leader has recently been down to London to tell Sir Keith that they would only close a few schools but keep an 11-18 system. The absolute chaos that this would cause is almost unstatable. By 1987 we will have an over-capacity of about one-third. Already we have only four sixth forms which have no sufficient numbers to ensure stability and viability.

Fiddling changes will not give the stability which is so desperately needed by staff and pupils alike. For this option to work, our provision would need to shrink to just 11 ten-form entry comprehensive schools and would mean the closure of comprehensive schools in every needy area of the city. Is that a socialist reaction? Or were you thinking of the paper prepared by the chairman of the borough Labour Party education committee who is, incidentally, deputy spokesman on

the education committee. He proposed a move to a further education system and gained support for these proposals from the Labour group.

Many wards are now giving support for these proposals. On the Labour councillor who was resigning from the council, we militee at its last meeting. He was in a temper, bearing in mind that he was a Labour councillor who had years' service to the party, was it?

We believe that the schools reorganization was the hands then with the reorganization thinking of the Labour Party.

MIKE STOREY
Chairman
RICHARD KEMP
Ex-Chairman
Liverpool Education Committee

Appeal for help

Sir - This is a plea for help in keeping teacher education courses informed of recent innovations in work with pupils who are said to have emotional and/or behavioural problems.

London is frequently cited as the centre of innovative practices, but several colleagues and myself feel that throughout Britain there must be interesting and committed work going on. If only we knew where we would try to visit.

Therefore, it would be glad to have a special interest in neglected curriculum areas, such as work which considers ethnic minorities, parents, 16 to 19-year-olds, and the uses of microprocessors.

However, we have about 11 innovative working in any setting in education, social services or Home Office establishments. Just a note or a telephone call (01-636 1900 ext 792, secretary ext 584) will be enough to make initial contact.

IRENE BOWMAN
Department of Child Development and Educational Psychology
University of London

Slip of the pen

Sir - I wonder what the 22-page (and their counterpart) in the School, Newport Pagnell, thought of collecting 25 for knowing that both (January 7) while Alan Pagnell gets 27 for not knowing it!

"Eccentric" is a verb, not an adjective, and it says little for a (slightly-anonymous) character for letting it through.

ALFRED PAICE
Ashley
1 Horace Road
Billericay
Essex

LETTERS

Why limit the influence of Christ?

Sir - In all the correspondence about whether Christianity alone ought to be taught in schools or other religious as well, one important factor seems to be missed out.

If the general secretary of the Association of Christian Teachers (TES, January 7) is so convinced of the power of Jesus, why should he be afraid if the teachings of other religious personalities are studied as well?

And why should the influence of Jesus be limited, in the perception of people such as Mike Knowles (TES, December 7) to Britain - or, rather, England?

Proponents of the "Christianity alone" school would have far greater sympathy from some of us if their view of Christianity was not so blinkered. After all, there are now more Christians in Bombay than in Manchester, more churchgoing in the Third World than in the First.

And in the First World itself, black churches often seem far more vigorous than white ones. Very few Christian organizations in Britain have begun to have, let alone to present, a properly multicultural view of Christianity.

Instead of being in the vanguard of the move towards multicultural education, Christians are often strong opponents of it. I wonder if this may be because their unconscious loyalty to their class background is perhaps greater than their professed loyalty to Jesus.

PRABHU S OUPARA
Farnham
Surrey

Wide-ranging

Sir - If it is not too late to add my comment as a practising teacher to the correspondence on Richard Hughes' "Why Christianity?" (TES Extra, December 17) I should like to do so.

I teach at a cathedral school which in some senses might be described as a "comprehensive with a worldwide catchment area" for it contains pupils of wide-ranging ability and several faiths. Once we allowed non-Christians to hold their worship in different classrooms when the rest of us were attending the daily school service in the cathedral. But we abandoned that years ago on the grounds that as parents had chosen to send their children here they had accepted that this was a Church of England school. Now we have the lesson read by good Muslims and Hindus on occasion without any protest from anyone.

Although Religious Studies O level in Christianity is compulsory here, we make a positive effort to teach all the main religions. The problem of teaching other faiths has been great in the past due to the lack of textbooks and other material.

Harsh policy

Sir - I was disturbed to read the report in the TES (January 14) of Ms Margaret Maden's comments on teachers and maternity leave. I have just returned to work from my third period of maternity leave and, I hope, not disrupted colleagues and students in that, like the majority of women, I have kept the authority and college fully aware of my intentions and stuck to these.

Circumstances can, however, change. In a tiny minority of cases the birth of a handicapped child or (as happened to my first child) the baby's death, would make a firm commitment on return only one month after birth, a harsh policy to enforce on a professional teacher who happens to be a new mother. Post-natal depression and other medical problems associated with

the period after childbirth must also be considered.

No, Ms Maden, don't let's rewrite this aspect of teachers' conditions of service regarding maternity leave. Let's retain the recently acquired relatively flexible arrangements and extend the period a woman with a baby may take off while she decides on her future.

Finally, and most important, is the fact that childcare arrangements are difficult to make and may be as difficult to maintain. Making definite plans up to five months before returning to work is not possible for all of us. A real commitment on the part of employers and managers in teaching to better childcare facilities in this country would mean that Ms Maden would not feel that she had to put the jobs of people like myself at risk.

LOIS RADICE
Senior lecturer in education
Hawthorn Technical College
Hornchurch
Essex

Best interests

Sir - In response to Ms Margaret Maden's comments at Oxford regarding maternity leave, I agree that there is an unacceptable conflict of interest at present. I also fear that unless requirements are introduced by which women do have to give a firm commitment, a short time after the birth of their child, as to whether they will or will not return to school the law will become untenable and neither the best interests of the pupils nor woman in general will be served.

SHARON OODYER
Head of Domestic Studies
John Warner School
Hoddesdon
Herts

Governing class

Sir - I am gathering information for an evaluation and research project about the training of school governors in England and Wales. I am particularly interested in the use of the Open University's short course, 2970: "Governing Schools", whether by individual users or by groups.

More than 6,000 sets of course material are now in circulation and I would be delighted to hear from any TES reader who has used the course, in part or as a whole, either individually or in groups. I am interested in how they responded to

the course and whether it has affected their approach to school governing. Examples of practical applications of ideas and suggestions in the course would be very welcome.

I would also be interested to hear from anyone who has used the material as an interested parent, adult educator, a prospective governor or an i.e.a. officer. All contributions will be gratefully received.

ALAN GEORGE
Research Fellow
Faculty of Educational Studies
The Open University
Walton Hall
Millon Keynes, MK7 6AA



Fernandes vote

Sir - We are at a loss as to how Mr Martin Bholan (TES, December 31) can claim to speak for the 10 members of the Multicultural Studies Unit (MSU) in our department in stating that a majority of staff members of the unit would not work with John Fernandes.

At a National Association of Teachers in Further and Higher Education site meeting on December 6, called specifically to discuss John Fernandes' exclusion from this site, six out of the ten unit members supported a motion which called upon Mr Fernandes to resign. He resigned his decision to exclude John Fernandes from the unit voted against and two abstained. This does not seem to square with Mr Bholan's claim that the majority of unit members would not work with John Fernandes.

RAM MANNICK
BRYAN SOUTHOON
CLIVE LEVY
LAWRENCE B BROWN
Police Cadet School
Aerodrome Road
London NW9



consider vital, that each faith should be taught with respect as being a perfectly genuine held faith. It is fatal to downgrade a faith in relation to another as that downgrades one race compared to another. Not for nothing has the term "multifaith" come to replace that of "comparative religion".

My plea is that "multifaith" is given a firm place in the curriculum and is taught not simply for examination purposes but for the education of our multicultural society.

J R S WHITTING
The King's School
Gloucester

Better ways

Sir - Robin Jackson (TES, January 7), may well suffer from a "blinkered perception" of Sally Tomlinson's arguments, but then so do many of us who work in special education. That is why it is so important to assess them carefully.

Ms Tomlinson's article clearly distinguishes between categories such as ESN(M) or maladjustment and the sensory/physical handicap; a crucial point apparently overlooked by Mr Jackson.

It is possible for "benevolent humanitarianism" and "social control" to coexist.

We all have examples of helpful employers, their motives covering the whole available range, but Mr Jackson must have read para 10.56 of the Warnock Report and subsequent research showing the unacceptably high levels of unemployment among young people previously ascertained as handicapped, predominantly in the two worrying categories.

Genuine concern for children should allow us to abandon defensive, emotional rhetoric, to be prepared to acknowledge deficiencies and to look for better ways of working. To help us do that Mr Jackson could have provided his explanation for the disproportions of boys, pupils from ethnic minorities and "working class" children in the ESN(M) and maladjusted categories.

DENIS MONGON
37 Gratton Terrace
London

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Further information from: B. Sheppard, Flat 2, 19 Seabrook Road, Hove, Sussex BN3 3AJ.

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MEASURES OF SUCCESS

Virginia Makins reviews the entries and finds most saw changes in exams as the key

THE 1983
SECONDARY
CURRICULUM
COMPETITION

Light has finally dawned and a Secretary of State for Education has decided that secondary education must be completely rethought. As a start you, with your wisdom, experience and free spirit, have been asked to prepare an outline scheme for an appropriate curriculum for 14 to 16-year-olds, ending with a new set of school leaving diplomas, certificates and qualifications.

It was not an easy challenge, and it attracted a thoughtful response. Forty adults sent in entries - most of them heads and senior teachers, but also a few parents, an education student, a school governor, university lecturers and a social worker. Two schools sent in a batch of entries from fourth and fifth year pupils.

Most accepted the restriction on the age-group without demur. One implication - that our existing system doesn't work too badly up to 13, but things go seriously wrong after that - was reflected in many entries. One or two people remarked that there was good reason to treat 14 to 16-year-olds as a group with particular and identifiable needs. They are not quite adult, but no longer children, and they are having their last clear chance for formal preparation for adult life. There were plenty of condemnations of present arrangements. "More and more students leave school frustrated, and with a negative view of education." "For virtually all boys and girls the continuation of a pure academic curriculum is a damaging waste of their development time."

"The academically biased curriculum which falls most of our pupils from the start." "Our present system leads many secondary schools to spend at least as much public money on examining their fifth formers as they do on teaching and learning materials for them. This is silly." "The first thing to do is to stop the catechism of 16-plus for all."

"No military commander worth his salt would prepare his troops for battle in a manner which destroyed the morale of most of them." "It is their last chance to prepare themselves for independent living, but for many these are the most frustrating and unhappy years of their whole school life."

Several people set two essential prerequisites for a good curriculum. The first was that every student - or at least every student who did a reasonable amount of work - should end with a clear measure of success.

The second was that compulsory studies should concentrate only on what an average 16-year-old might need to get along in the adult world. "The 16-year-old school leaver should have achieved a definable stage of general education, including all the major areas of general skill and knowledge required of the average adult in contemporary society."

Lists of the attributes required, generally started with self-respect and self-confidence and went on to some version of "understanding and participation in social, creative, political and cultural activities." A few added caveats: "Schools must remain agencies for the transmission of culture and the assessment of intellectual potential. One head took as the first guideline: "Do not prejudice the future."

Virtually all the entrants believed the key

to any change was a new system of certification and assessment. Here, the idea of graded tests swept the board. A very small minority demanded entirely school-based assessment: "School based, teacher devised, teacher assessed assessment is the only fair, accurate and helpful kind."

Surprising numbers called for a single national examining board - the present GCE and CSE boards got virtually no supporters. Indeed CSE received a pretty universal thumbs down, as did any new unified 16-plus. Supporters of academic exams at 16 believed they should be strictly for the academic minority: "The motivated should take exams - which is not the same thing as the mass production of pupils for an obligatory final trial."

Some people reckoned O-levels did the job fairly well: "I have a novel proposal: let us keep things as they are. There is nothing fundamentally wrong with GCEs although they could certainly be improved to give more credit for original thought and less for memory work." One head reckoned that the present system much wider range of exams, for example you might have commercial maths, practical maths and basic maths, all with a large component of continuous assessment.

But several people attacked O levels for providing very imprecise information about what students had actually achieved, with grades averaged out over several papers: "An O level grade is one of the most uninformative pieces of information imaginable."

Two entrants demanded that universities and colleges should "redefine what constitutes an appropriate general education today, for access into higher education." A head pointed out that the old school certificate had done something of the kind, but had been replaced by "miscellaneous single subjects."

But graded tests were overwhelmingly seen as the answer to present discontents. In the wide variety of schemes proposed there were common threads: the most important was that any pupil could take any test at any age, so able academic students could whizz on to more advanced work, while average and slow-

er ones could work steadily for lower levels of recognized achievement.

It was interesting that almost all the detailed examples of how graded tests would work in practice came from mathematics - where it is easiest to devise some kind of clear progression. One suggestion was that in an eight level system, tests for humanities subjects should start at level four.

Several people came up with the idea of a national item bank, to provide valid tests tailored to courses devised by schools. Almost all the entrants believed that society demanded external moderation of leaving tests: as one said, without it, school leavers would very likely face dozens of individual tests set by employers and even colleges.

A number of people demanded that the tests should be criterion-referenced, rather than norm-referenced - that is they should test whether students could perform a specified task, rather than rank them in order.

Only one entrant - from further education - formally brought tests by other bodies such as City and Guilds and the Royal Society of Arts into his national body, whose function would be to set clear criteria for grading and criterion-referencing, then invite all comers to submit tests for validation.

Most people wanted test results to be complemented by some kind of school leaving profile. In many cases these sounded pretty unusable dossiers: "A portfolio of work achievements, certificates, recommendations, criticisms, self-assessment checklists, best pieces of work, parents' and teachers' reports, work experience and community service feedback sheets - all on microfiche." The head who said that everything must be recorded on one card was rather more practical.

When it came to the curriculum, most entrants proposed something that looked very like a conventional core and options comprehensive curriculum - except that conventional academic subjects were almost universally excluded from the core: "The first casualty, I am glad to say, would be the subject."

The core, most agreed should "consist only of ideas, skills and knowledge that no pupil should leave school without." People carved

pulsion, motivation and resources - and provided some intriguing answers. They share the first prize and each win £100. The runners-up prizes of £20 go to Mr Fred James, principal of Yeovil college, for his radical but plausible approach to exams and certification. Mr John Darling of Aberdeen university, for a somewhat impractical, but interesting reordering of curriculum, assessment and the school day. Peter Davies, acting head of Pimlico School, London and Andrew Sker, a second-year student there, for an interesting version of the core and options model. Colin Johnson, media resources officer at Egham Hill School, London, for an intelligent outline of a basic compulsory curriculum. School, Southsea, for another, with very clear, detailed and practical sounding content

up the territory in different ways, but there was wide agreement that the targets should be good basic English, written and spoken, basic maths, some understanding of practical science, technology and computing, basic knowledge of economics and politics, understanding of work (and work experience), and knowledge of possibilities for non-work or leisure.

Some people ingeniously sandwiched these into as few as four headings. One had had language signs and symbols (including basic maths; looking after ourselves; living together; and making things. A less compressed version had life skills (including literacy and numeracy); health and physical education; learning skills; expressive arts, politics and legal literacy; construction (science and technology); future studies (computer, world resources, invention); and family skills.

Most people envisaged a range of options and levels within the compulsory core, and reckoned that once people had reached the basic required level at maths and English they should go on to more advanced work. One university lecturer reckoned that everyone should have to resit the basic tests at least twice, to prove that what they had learned had stuck.

Several people believed much more attention should be paid to study skills and "formation skills" - learning how to get hold of information and use it. "Access to information and knowledge of how to handle it is more important than learning a substantial body of information - unless that can clearly be seen to enhance the accessibility or handling ability."

"Lifelong skills" (or, as several said, employability skills) also came up a lot - though there was one useful caveat: "Many can only grow out of basic literacy and numeracy." And several people wanted regular timetabled time for guidance and assessment of progress, including self-assessment by students.

Outside the core, people envisaged a wide range of options, including academic subjects. A number believed that these options should also be open to adults, both as learners and teachers.

But there was a significant minority who felt that there should be no compulsory core after 14. "It is of dubious value to test anything at this age in terms of intrinsic validity. The consumers are more anxious to learn what they see as relevant." This school of thought wanted "something more like a programme of evening classes for adults."

Several people wanted units of teaching to be much more specific, so students would know exactly what they were signing on for and what the outcome was expected to be. We had one learned dissertation on objectives: "Soying your pupils will acquire a deeper understanding of... will help one (not even you) unless you go on to say how you will recognize it once you have got it. You find this difficult to do you may be getting close to discovering why pupils find the subject difficult."

At least three entrants believed that the school day should be altered, with the compulsory core taught in the mornings and anything else in the afternoons and evenings. One went so far as to banish all academic subjects to evening classes in FE colleges - "unlike schools, they are geared to adult teaching efficient. They aim to get their pupils through examinations in the shortest possible time."

The pupil contributors were, not unexpectedly, more conservative, and proposed fairly conventional timetables, but were strong on practical details. Most of them demanded longer blocks of teaching time: "35 minutes lessons give you just enough time to get through the door, unpack your things, pack up and go on to your next lesson."

Again not surprisingly, they took a highly instrumental view of the 14-16 curriculum, focussing on subjects (science, maths, computing), which they believed would help in getting jobs. "Social education should not be studied and the two lessons should be divided into English and maths as these are very important subjects for qualifications."

But they believed that work should be enjoyable: "people don't seem to work to their fullest potential when bored", and that the curriculum should "give pupils initiative, make them think logically, and capable of inventing projects." And although they accepted the O level system one or two were a bit unhappy with it: "I think the exam system now is a bit unfair on the people who are not clever enough to do exams."

Playing hard to get

Scarcity will stimulate the demand for education says John McDougall



I wish, to consider first how the school can best be organized to foster (or should I say not destroy?) a positive attitude to learning; until we answer this question, consideration of formal content is pointless. You may remember that episode in *Tom Sawyer* where the young Tom is given a fence to whitewash as punishment. Along comes his mate and asks if he is coming swimming. Tom indicates that he has something much more valuable to do... and the upshot is that both boys go to the neighbourhood trading his dearest possessions for a chance to whitewash the fence.

Consider, in this light, what happens in school. You must attend until you are 16; you must attend five days a week from nine to four; you must divide your day, not according to the interest of the moment or the impetus of your learning, but according to the dictates of a bell which itself follows the dictates of "the timetable"; furthermore, you may not, say, read *Animal Farm* if your teacher has determined that you must "do interpretation"; you may not do quadratic equations if it is "the period" for geography; you may not wear what you like, go to the toilet when the need arises or burst into song if the mood takes you; and you may not, or not often, stay beyond the end of the period even if you are interested. Is it any wonder that learning in school is perceived as "work", something unpleasant which is to be avoided if at all possible?

To teachers, it is a matter of common knowledge and everlasting regret that at any moment a very large proportion of their pupils are engaged in this avoidance. This may manifest itself in a variety of ways: in teacher-baiting, in simple uproar or unwillingness to listen. It would be silly to pretend that all of this can be blamed on the school's network of compulsion; none the less, it is my central contention that the attempt to compel people to learn is the chiefest of approaches.

When Tom led his friends to believe that they must seize their chance to whitewash a few feet of fence, he didn't alter the situation; he didn't call for more resources, say, to bribe his friends into action. What he did was to find the words, and the mode of presentation, to alter their perception of the situation.

Extra resources are not the first necessity. We must find the words to alter perceptions of "education". I will outline in a moment what these words might be. Before that, however, let me point out one or two other important absurdities of the present situation. First, because it is assumed that people

have to be forced to learn, it is also assumed that they must be put in front of a teacher all or nearly all the time they are at school: if someone wants to learn microelectronics and the only teacher available at the period in question is a modern studies specialist, well, too bad: in most schools that pupil will be doing modern studies whether it turns him off or not and whether or not he concludes that the school is being run for the benefit of the teachers, not the pupils.

Second, it is all too apparent that youth unemployment is high and going to remain so: a large percentage of young people will go from a situation (at school) where their every move is regimented to another (on the dole) where they seem to have total "freedom". Yet they have never learned to cope with "freedom": they have never built up strategies for setting themselves goals, planning their own time, organizing their own learning. Have they, in fact, been encouraged to believe that they can organize their own learning?

Anyway, what can we do about it? How can we open these doors of perception? If our basic principle, learned from Tom Sawyer, is that education has to be hard to get, and yet the law demands that it be provided as freely as possible, we need a spot of subtlety. Let's make Tom into our headmaster and see what he has to say to his pupils at some time before they enter the fourth form (or third year, if we're in Scotland.)

"We're very sorry, but we're very short of resources. We cannot offer you all the education that you might want. This is particularly unfortunate at a time when education is even more valuable than ever. But you know what difficulties the country's facing... What this boils down to is that you can't have a teacher all day, every day. We're going to give you a list of the courses we can provide and you can say which ones you would like to do, but we can make no promises. It could be that, for up to a quarter of the week, you will not have the teacher you want in the subject you want."

... There's worse to come. When you come to the end of your fifth form, we are going to have to write a report on you with regard to English, maths, science, computer literacy... This report will be very detailed. You may say "What if I haven't been able to do science or computer literacy as one of my courses?" Well, here's the really bad news: that'll be too bad. You'll find that the courses are more broken down than they have been in the past, so that we should be able to offer everyone some teaching in those areas we're going to have to assess you on. But, basically, you'll probably either have to work at some things on your own or accept a not-very-good report in them."

But we may be able to provide some facilities so that you can teach yourself; for example, we may be able to provide a small number of computers for computer-assisted learning, though access to these will obviously have to be restricted. Likewise, we will ask each teacher to provide clear guidance on the content of his course, on the skills and knowledge he would expect to see at the end of it, and on the books and other materials you might use to set about it. All this will enable you to make some attempt at learning on your own. It's not nearly as good as a teacher, of course, but it's the best we can do..."

You get the idea. The courses offered are not so all-or-nothing as "O level English", but more specific, like "interpretation of written English" or "imaginative writing", so that the pupil can make a clearer judgment about their relevance to him. The pupils cannot (at first) have more than a certain proportion of the week in front of a teacher. If they are not at classes, they are given areas to work in and as much guidance as possible on how to go on with it. The headmaster makes a great song and dance about having to restrict access to teachers, computers and other resources, but, once the system is established, it makes every effort to provide what the pupils want.

Real headmasters, of course are particularly likely to throw up their hands in horror at such a scheme. If pupils have a real choice, they will say, at some moments in the week they could choose to do nothing; then they could be roaming round the school, causing trouble.

Of course, but there are ways round that: the freedom to move about might be granted only to those who had shown themselves responsible; the others could be restricted to a

supervised area or areas. More important, I would have thought, is the possibility that, especially in the transition from the present situation, some pupils would conclude that they wanted to learn nothing. Furthermore, this might be especially true of the working-classes: the middle-classes, perhaps, would be better provided with motivation from home. But there are some answers even to this. There are those who suggest, for example, that the state should provide each citizen with a certain amount of "edu-credit": that is, a certain number of courses would be provided free, at any time throughout the citizen's life; beyond that, he would have to pay. This would ease the problem that some would later regret missed opportunities; and one can see how it would help establish the attitude that education was a life-long process.

Lastly, we must be honest, again, about what happens now. Think of the energy expended in persuading pupils to jump through hoops in specific ways at a specific time, and then in "disciplining" them if they decline to do so. And yet a pupil who drifts from class to class and does very little in each, but is not overtly troublesome, may simply never come to light.

But, our real headmaster may say, there would be problems with the deployment of teachers. What if the kind of teachers available did not match the demand? But the custom of fitting the timetable to the teachers available is perhaps one of the central problems of the moment. It is fitting pupils to teachers, not the other way about. It would be up to those teachers whose skills were no longer in demand to re-equip themselves. There is no sense in perpetuating unnecessary jobs in schools any more than on the railways.

However, if headmasters and unwanted teachers did not welcome a scheme such as I have described, what would most teachers make of it? If the pupils in their classes really believed that they were lucky to be allowed to do these courses, and therefore had better make the most of it, problems of "discipline" (at least within the classroom) should largely disappear. Teachers would begin to do what they thought they came into teaching to do: stimulate and feed hungry young minds, rather than spend half their time shutting people up and slapping them down. Morale would soar and so, it would be reasonable to expect, would standards of teaching.

I have perhaps appeared to be suggesting a situation where "Demand Rules, OK?" This is not quite the case. I have to agree with those who argue that there are certain basic skills without which a young person could not function adequately in this world, there are certain "modes of learning" into which the young should be initiated.

But there is all the difference in the world between saying, "We think you should have some knowledge of x, y and z" and "We are telling you that you must study x, y and z, when and as we instruct you to".

It should be made clear (as Mr Sawyer, the headmaster, did make clear) that the certificate which each pupil received at age 16 would include an assessment of knowledge and skills in those areas deemed to be "basic", whether or not the pupils had chosen to attend classes in them.

This would put strong pressure on people not to omit a central area of study, but it would also leave them free to use their initiative regarding time, place and method of learning.



Academic minorities

Initiative, self-respect and maturity should replace the annual slaughter. T M Renowden argues for an end to CSE.

The first thing is to stop the catechism of 16 plus for all. The present set up as well as the revised version narrows, aims, certifies failure for the majority and wastes time and money. The academic minority who wish to take GCE should be allowed but CSE will finish.

The last year of compulsory education will be devoted to preparation for real life and anything that the individual boy or girl wants to do that is within the human and material resources of the school. The academically gifted pupil will complete a range of O levels in the fourth year: the majority of pupils will take graded tests 1, 2 and 3 in all subjects any year up to the end of the fourth year. This will give a year to put right what needs to be put right in retakes and revision as well as broadening the outlook of all pupils.

In the last term of the fourth year pupils, parents and teachers will negotiate individual timetables to a series of periods evenings. Results of Graded Tests, school reports, entries for GCE and reasonable career aims will be discussed and if voluntary agreement is not reached and an academic board representing local employers, parents' association and teachers will adjudicate. The very existence of discussion about what to do will involve initiative and self-motivation leading to greater self-respect and maturity in each boy and girl. The place of sheepish lining up for the annual slaughter.

All pupils will receive an education certificate that will state on one foilscape card all

the essential facts of their school career. Employers cannot be bothered with profile booklets or portfolios.

Using conventional headings, the first four years' curriculum in a forty period week would work out as: English and Mathematics five periods each; Technical Studies and Languages a varying total of eight periods according to amount of Language work; Geography, History, Physics, Chemistry and Biology/Rural Science three periods each; Physical Education, Art and Music two periods apiece; and Religious Education one period and a quarter of an hour each day of assembly or Religious Education in forms.

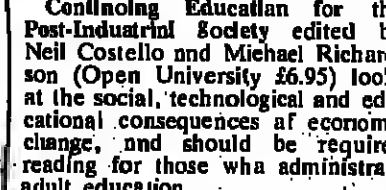
Owing to the shortage of teachers, languages cannot be taught sensibly to all pupils for four or five years. Therefore after the first year's introduction to all the languages available in the school on a rota system of four periods a week, those with linguistic ability will devote six periods for two or four periods for one language. Those with little gift or interest will be better served by eight periods of technical studies.

In the fifth year, individual timetables will be a selection from QA and O-levels, linked technical courses or internal technical courses where further education colleges are not available, school activities brought into the main timetable, including Young Enterprise and Duke of Edinburgh's Award, work sampling and community service such as first aid and home nursing, working in old people's homes, with the handicapped or with the Coastguard.

ARTS

Prospectus and application forms available from:
The Secretary, Junior Department, Royal College of Music,
Prince Consort Road, London SW7 2BS.
Tel: 01-589 3643, Ext. 18.

Dept. E 1274, FREEPOST, Mill Road,
Dunton Green, Sevenoaks, Kent TN13 1YY



BOOKS

Exam anthologies

The Sociology of "Developing Societies", Sub-Saharan Africa. Edited by Chris Allen & Gavin Williams. Macmillan £10.00. 0 333 27674 4. £3.95. 27675 2.

Third World Lives of Struggle. Edited by Hazel Johnson & Henry Bernstein. Heinemann/Open University £5.95. 0 435 96130 6.

Most teachers spend a great deal of time trying to get students at all levels to read more. In an age of pre-digested information and ideas ranging from lectures through *Panorama* to the examination "crib" this amounts to a struggle. In this context the "reader" has emerged and gives rise to some understandable misgivings. Do "readers" genuinely whet the appetites so that a collection of snippets serves as a trailer for the real thing, the whole books and articles which the duly enlivened will then go and consult? Or do they rather provide the suggestion rather than the substance of learning, a sense but only a sense of exposure to the interplay of argument and evidence without the all-important personal input of the student with the material itself in *extenso*? The emergence of such anthologies in recent years owes something to an increasingly examination-ridden universe in which syllabus has tended to expand sideways rather than in depth; manifestly readers and survey courses are inevitable bed-fellows. They have obvious merit for those denied easy access to major libraries or for those in a hurry; they can, in addition, collate material buried in obscure publications and with skilful thematic weaving, the previously unconnected can be juxtaposed with enlightening results. Neither of the readers under review answer all these questions but both illustrate some of the problems.

Allen and Williams' volume is part of a series devoted to the unravelling of the "sociology of developing societies". They promise in their introduction to concentrate on "social structure" in contemporary Africa. Neither of the editors is a political scientist; their understanding of social structure chooses to distance itself from that of social anthropologists which they rather anachronistically see as being concerned with "community rather than class and with culture rather than politics". Thus what they call the "sociology of interpersonal relations" is eschewed in favour of a concentration on the "most important divisions within African society, those of gender, class and race".

In the process kinship, demography and religion (except where it provides ideological substance to forms of resistance) are put on one side. Regrettably it is a selectivity that draws a significant veil over an understanding of the evolution of Africa's myriad contemporary moral economies. The fascination of Africa's immensely varied modern sociology lies very precisely in the unravelling of the dialectic between

the harsh demands of the modern world economy which have taken many forms at different times and in different places, and the pre-capitalist ideologies and structures which are similarly dynamic and diverse. The editors are forced to generalize about a massive continent and its 450 million inhabitants in a manner which crushes Africa's varied and contrasting histories. Imperialism and its hand maiden colonialism, which the editors see as having played a far more homogenizing role than Africa's diversity suggests, were and are resisted by retentive adaptations and rejections; and it is this dynamic interplay that makes Africa African, makes African states individual and makes discrete societies within those states distinctive.

In these pages Africa is rather faceless and sociology, which ultimately has to be about people, exhibits a deadness without its essential human texture. The editors are clearly aware of the problem but meet it by writing a scattered but highly sophisticated bibliographical essay by way of introduction and linking passages. This is beamed at their peers rather than at the beginning and demands ready recourse to a considerable literature and conversance with the current debates. It is a volume that takes no prisoners.

By contrast Johnson and Bernstein have collected together a "reader" that is more immediately accessible and assimilable because of its modest humanity. Designed to accompany the Open University Third World Studies course, they have put together 30 short pieces to illustrate the general thesis that life for those living in the south is one of unending struggle. There is testimony from all parts of the poor world as to the rigours of peasant existence, the agony of plantation labour, the destructiveness of migrant labour systems, the squalor of slum-life and the doubled disabilities of being a woman in poverty. For the most part the evidence comes from the actors themselves and this is in marked contrast to the Allen and Williams volume in which the African voice, while the exception of that of the late Billy Dudley, is not represented. The extracts are linked with helpful contextual explanation and the book could certainly be read and be found useful by those unwilling or unable to accompany their reading with the OU course itself.

The editors have collected some very unusual material which few would have easy access to, although it is bad luck on both sets of editors that Robin Cohen's piece on resistance is anthologized in both volumes. Although the agonized voice of the south is deeply depressing it is also inspiring and one would hope that part of that inspiration led those who dip into it to try to go further and further in discovering why the world is as it is. Of the two volumes, the Johnson and Bernstein seems the more likely to spur its readers in that direction.

Richard Rathbone

Birth of a notion

Medieval Woman's Guide to Health. The First English Gynaecological Handbook. Middle English Text, with Introduction and Modern English Translation by Beryl Rowland. Croom Helm £10.95. 0 7099 2216 7.

Professor Rowland here presents a fifteenth-century manuscript in the Sloane Collection at the British Museum which purports to be an Early English translation of the famous Latin *Trotula* manuscript which first made its appearance in the eleventh century in Salerno. It predates by about one hundred years *The Byrde of Marbury* which is generally claimed to be the first work on the subject in the English language.

Professor Rowland introduces the manuscript's relationship to other early texts on childbirth, especially the ways in which it deviates from the Latin and other versions of the *Trotula* ms. She also considers its importance in assessing women's role in society, especially in the practice of medicine and midwifery, showing that for many centuries women enjoyed a freedom in this profession quite out of character with their overall position in society. The Middle English text is reproduced with facing pages of translation which are of especial value in view of the technical nature of the language. The illustrations have also been copied, though regrettably (presumably because of the cost) without the apparently splendid colouring of the original.

Valerie Alderson



At a time when higher education is non-scientific fields is under threat it is worth remembering how commercially valuable it can prove to be. Central School of Art and Design have just published a book, *Central to Design - Central to Industry*, reflecting the brilliant achievements of many of its graduates. Above, the Davrian sports estate car designed by Ryan Lewis, now a styling engineer at Rolls-Royce.

Hard driving

The Soul of a New Machine. By Tracy Kidder. Penguim £1.95.

Tracy Kidder's best-selling account of the travails of an American design team giving birth to a new minicomputer is now published in Penguin. It is a highly readable, fast-moving narrative, written in a mainly non-technical language which conveys the drama and anguish of a technological race against time by its stinks.

It is not only a description of men and women using their intelligence, ingenuity and intuition to tackle problems on the frontiers of applied knowledge, but also a book about the management of a team of professionals and the mobilization of their combined talents. This aspect of the book presents a most attractive picture. The management style (which Mr Kidder seems to admire) is a reflection of these internal politics, in which one group of development engineers is against another. The leader of the group whose fortunes are followed in this book appears to have been the best way to lead is to treat people with the minimum of personal consideration, to offer the least encouragement or reassurance, and to drive his team as hard as they can be driven.

Mr Kidder traces the psychology of the group - the creation of the collective will and force required to persuade its members to work very long hours of unpaid overtime out of commitment to the project. The professional dedication, however, is simply being exploited by the group leader and the company - the group leader for his own, competitive lives and the company because of its need for innovation on the part of its employees. The book is a study of professional staff who prosper in the upper echelons of the company, and the disillusion of the rest.

Part of the fascination of Mr Kidder's book lies in the notion - the fear, more likely - that such an unattractive management theory could be anything but disastrous. It works. It can only be that some engineers, like others who are dazzled by the romance of high technology, will continue to let their exploitation go so long as they are allowed to indulge their own sloth and be paid for it. But there must be a better way of harnessing the efforts of clever people for a common purpose.

Stuart Machure

Four lines were inadvertently introduced in Roy Harris's article (14.1.83), thus giving the impression that Raymond Chapman's work belonged to John Lysons. Chapman's work belongs to all three writers.

Secondary sources

Britain and the World Since 1750. By Haydn Middleton. Basil Blackwell £4.50. 0 631 13152 3; £2.95. 0 631 91580 X.

British History 1760-1914. By Elizabeth M M Tucker. Edward Arnold £4.25. 0 7131 0601 8. Industrial England 1776-1851. By Dorothy Marshall. 0 7100 0966 6. The Making of Modern English Society From 1850. By Janet Roebuck. 0 7100 0415 X.

Edwardian England. Edited by Donald Read. Croom Helm/Historical Association £6.95. 0 7099 1237 4. Twentieth Century Britain. By Richard Brown and Christopher Daniels. Macmillan 0 333 31285 6. The Decline of the Liberal Party 1910-1931. By Paul Adelman. Longman £1.75. 0 582 35327 0.

Here's something on modern British history for every level in the secondary school and beyond. *Britain and the World Since 1750* aims youngest and ranges widest. Topics are nicely laid out, each on a double page, and explained through prints, maps, cartoons and contemporary quotations as well as the author's simple and useful text. Haydn Middleton has hit upon some arresting headlines and unusual sources. "The Second Nation Stirs" describes early nineteenth-century working class radicalism ("His labring People Cant Stand It No longer"), warns an anonymous Luddite letter found in Chesterfield market; in *First World War* is "The War that Would not End". Perhaps something less reminiscent of an import-export manager might have been found for Napoleon than "The Little Mao Who Ran Europe", but there is cause for more serious concern on the treatment of European expansion. If the author is going to quote such provocative texts as Napier on suttee, with his arrogant and deliberate disregard of Indian custom and belief, or Carlyle on "the Nigger" who "is evidently a poor blockhead" and whom "the Almighty Maker has appointed... to be a servant", he is obliged to show stronger feelings about them than mild disapproval. Of course history books should aim to be unbiased, but sometimes in order to be so, it is necessary to attack extra forcefully those who are not.

British History 1760-1914 is another main school book, self-styled an O level text. There has certainly long been room for a sound and straightforward account of this period, particularly on the political side, written in language the average 15 and 16-year-old can understand without too frequent recourse to the dictionary. Despite one or two eccentricities, such as an almost Wellingtonian defence of rotten boroughs as the nursery of national politicians, and of the unreformed parliament as a mirror of society, and although there may not be the quantity of detail here which examiners seem to require to answer their increasingly tortuous and obscure multiple choice questions, it is certainly the kind of reader it's possible to get to grips with. A pity there wasn't room for more illustration.

The rest of these books are for A level, degree courses, and, particularly the two re-issues in RKP's "Development of English Society" series, for the general reader too. Dorothy Marshall's *Industrial England 1776-1851* remains one of the best social histories of the industrialization period in print. Her vast and varied knowledge and her vivid style combine to evoke a sense of period as immediate as in Dickens or Mrs Gaskell. Indeed she makes as good use of literary as of historical sources, in her discussion of attitudes to religion and morality, to class, and to sex and gender, though the view that Jane Eyre and Rochester "only find happiness when they submit themselves to the will of God" is over-simplified. The predicament of women is discussed in welcome depth in both these books, which span years of great contrast, from the time when women's role was to suffer and be still, to the beginnings of emancipation. Janet Roebuck's *The Making of Modern English Society From 1850* though not so spellbinding as *Industrial England* charts with ease the tremendous social changes of the period, and provides a colourful and continuous background against which to see the other three books on the twentieth century.

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The two books combining source material and interpretation, which are both in series of well-established merit (Macmillan's "Documents and Debates" and Longman's "Seminar Studies in History") discuss the particular very successfully. *Twentieth Century Britain* has a useful section raising the question of why we study

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Helping Mathematically Able Children. A Practical Guide to Resources. By Peter J. Cogdon. Gifted Children's Information Centre (Salford) £1.70. Quicksilver Maths Chase The Numeral (Books 1, 2 and 3) 0 631 91500 1. Follow the Shapes (Books 1, 2 and 3) 0 631 91510 1. Criss Cross (Books 1, 2 and 3) 0 631 91520 6. £3.95 each pack. Teacher's Book for each title 75p. By Anthony J. Wood. Basil Blackwell.

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BOOKS



The Queen is worth nine pawns. Collins' Chess for Children, by Raymond Bott and Stanley Morrison (£4.95), recently reissued, introduces the subject with clarity and humour.

sources at all, in which the authors invite the student to consider their selection, editing and unstated assumptions as well as what the documents themselves reveal by, in Arthur Marwick's terms, their witting and unwitting testimony.

The period 1918-64 is covered in ten topics, one of which provides the sole subject of Paul Adelman's *The Decline of the Liberal Party 1910-1931*, in which he tackles the problem of "the strange death of Liberal England". He rejects George Dangerfield's view that Liberalism was "merely done to death by an unholy alliance of peers, suffragettes, syndicalists and Trade Unionists" even before 1914, and also Trevor Wilson's "rampant omnibus" in the shape of the First World War, running down and killing the Liberal party by setting Lloyd George and the coalition liberals so implacably at odds with Asquith and the "Wee Frees". Nor was it necessarily the pre-war growth of working-class consciousness and support for Labour which did the deed. For Paul Adelman the solution is simple: the Representation of the People Act did it. In 1918, tripling the electorate, it was bound to have enormous effect on the structure of politics. New voters were open to persuasion, but the Liberals had run out of issues; the split had proved disastrous; Ramsay MacDonald, sensing victory, repudiated all co-operation with the Liberals, and begged much of the new electorate for Labour, which thus had replaced Liberalism as the alternative to Conservatism already in the early 1920s. There is a stimulating dialogue here, as in *Twentieth Century Britain*, between evidence and opinion. Both books illustrate just what can be gained by the judicious reading of primary as well as secondary sources.

Jessica Saraga

Figure it fast

Peter Cogdon's little book is exactly what is supposed to be - an annotated list of resources to help the teacher provide challenging activities for mathematically able children. It includes lists of books and tests for use by teachers, magazines and periodicals for both pupils and teachers, classroom materials for children, and games and puzzles. It provides details of mathematical contests and competitions, organizations which provide suitable lectures and courses, radio and television programmes, films, slides, cassettes and posters. It nibbles at the edge of the possible role of the micro-computer. It concludes with a list of useful addresses and some suggested topics for discussion. I found it to be a very useful and informative booklet but was annoyed to find that at least one of the references had been cut off print for some time and that both the booklet and the sales blurb referred to items costing £1.10p - incorrectly using both the £ and p signs at the same time. Neither of these mistakes is a good advertisement for giftedness.

Quicksilver Maths is a recent example of the attempts to provide challenging material for children of above average ability in mathematics.

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Children's literature

Cornish cornucopia

Green Smoke. By Rosemary Manning. Kestrel £5.50. 0 7226 6136 3. The White Horse of Zennor. By Michael Morpurgo. Kaye and Word £4.95. 0 7182 3981 4.

We all have dragons in our lives. Some menacing person, place or illness that we hate and fear as much as people feared the legendary dragons. The dragon that appears suddenly in the life of eight-year-old Susan is a good one, however, a reformed dragon who never eats little girls, although he looks fierce and belches green smoke rings. As he told his friend the mermaid on their first meeting hundreds of years ago: "I won't hurt you. I'm not a human being. I'm a friendly well-disposed dragon."

When he meets Susan outside his cave on the seashore of present-day Cornwall, where she is on holiday, he says: "I have very gentle ways now. They become fast friends. Susan feeds him with huns, and she goes for rides on his back to Tintagel Castle and other historic places. R. Dragon (he won't give Susan his first name in case she gets power over him) has lived in Cornwall for 1500 years, and he tells her the legends of King Arthur and his knights; and while daintily eating buns he bemoans some follies of modern youth. "People were taught manners in my youth," he says. "Manners first, spelling and sums afterwards. I learnt mine at the court of King Arthur."

Rosemary Manning's *Green Smoke*, published first in 1957, has become a great favourite with younger children. This new edition, illustrated by Constance Marshall, should endear Susan and R. Dragon to a new generation. It wouldn't

surprise me if it appeals also to many older people who have not come across it before. They will probably be as entranced by the dragon's politeness as Susan was. This raises the question: when does childhood end and adulthood begin? There is no dividing line. Some people try to forget the ailments of old age by reverting nostalgically to childhood. Some children are born old and are far shrewder than given credit for. Presumably *The White Horse of Zennor* is intended for children because of its delicately illustrated board-covers (there is no acknowledgment of the artist either on these covers or in the text), yet its five Cornish stories about children, and in which Knockers or the Little People feature occasionally, strike me as being ones that will be appreciated mostly by adults.

I doubt whether the average child will really care for Cherry who is drowned, and then helped by the ghosts of two tin-miners, and goes home to be completely ingnored by her family. Nor do I imagine that Kat, aged ten, who builds up a zoo of small animals and charges her friends admission, will be loved by other embryo entrepreneurs, jealous of her business acumen. Perhaps William with his twisted foot, spurned by schoolfellows and family who learn to swim and goes to live with a colony of seals, may have the widest appeal.

Michael Morpurgo's stories are beautifully written, with characterization and observation that will be lost on most children. It is a unique book, defying classification, a never-never-land one that should be welcomed by discriminating readers of all ages. I hope it will find many friends.

Fred Urquhart

A one day conference about children's books, which attempts to face the thorny question: are we really facing a dwindling market? has been organized by the Children's Book Circle and the Children's Booksellers' Association. It will take place at the Strand Palace Hotel, London, on February 8, under the chairmanship of John Welch, managing director of Heffers, the booksellers. Speakers include Vicki Lee, deputy head teacher, Steeple Bumpstead School, Suffolk and Vivien Griffiths, head of services to children and young people at Birmingham Central Library, as well as publishers and book-

sellers. The £25.00 attendance fee includes meals. Cheques should be sent to a dwindling market? has been organized by the Children's Book Circle and the Children's Booksellers' Association. It will take place at the Strand Palace Hotel, London, on February 8, under the chairmanship of John Welch, managing director of Heffers, the booksellers. Speakers include Vicki Lee, deputy head teacher, Steeple Bumpstead School, Suffolk and Vivien Griffiths, head of services to children and young people at Birmingham Central Library, as well as publishers and book-

The Bookbus, which visits London schools free on request, is still available on a few days this term. Further information from The Bookbus, PO Box 347, Catty Sark Gardens, London SE10 01-853 4383.

Apologies to Jan Needle, the mole author of children's books, who was inadvertently referred to as "she" in last week's TES.

Team spirit

The English Department Book. Edited by Mike Raleigh. ILEA English Centre, Sutherland Street, London SW1. £2.50. 0907016 03 0.

Watching *Kingswood* confirmed what we've all long known to be the case. Actually dealing with children in the least part of a teacher's job. The television series painted a graphic picture of the scheming, conniving, plotting, planning and graft which is life in any large secondary school.

The teacher and even more the head of department caught up in all this is by necessity something of a modern Machiavelli, but an untrained one: well up on pedagogy perhaps, but conceivably not so well informed about personnel management and the peculiarities of time-tableing. Quite possibly pitted against his headmaster and even his own colleagues as well as his pupils, he could do far worse than reach, like a drowning man a raft, for *The English Department Book*. Edited by Mike Raleigh, and written by him with two other London teachers it is an invaluable survival manual for almost every aspect of life in a modern secondary school, apart from the actual teaching. That, presumably, the reader can sort out for himself.

Although specifically addressed to

every member of the English department, the book will be most useful to new or inexperienced heads of department (and at least of interest to teachers in other subject disciplines). Its chapters on the organization of the department ("the team") and the practical relationship between English and the rest of the school are full of useful, sensible suggestions. Other chapters look at syllabus-construction, exams and assessment, pupil grouping, materials and those three buggers, time, space and money. Summarizing is difficult; there is far more in the book than 240 pages than advice on winning friends and influencing people. The head's ear about Books, Stationery and Equipment, but as anyone who's done it knows, that in large measure is what the HOD's job seems to entail.

Pragmatic and realistic, the book is anchored to the practicalities of life in school and full of workable schemes. For some it might just be too full, crammed with too many ideas - and certainly its authors advise against reading the book straight through, suggesting instead "an occasional trawl" - but its prof- iciency, the way in which so many good ideas are tossed out, and its humour will appeal to many English teachers. The canniest will already be offering to loan the head's car to get it on BSE.

Hugh David

times, the circumstance 8 n. present time 121 n.

educational influential 178 adj. informative 524 adj. educational 534 adj. pedagogic 537 adj. scholastic 539 adj.

supplement increment 36 n. augment 36 vb. adjunct 40 n. make complete 54 vb. sequel 67 n.

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Edward Blishen on African and Caribbean literature

Penny Turnbull

These nine papers, preloved by a careful Oversight by the editors, were prepared for a conference at the Institute of Development Studies in November 1979, and revised for publication now. Each paper examines the historical, political and other factors - including ideological ones - which have influenced relations with the Third World. The United States, Canada, Japan, Australia, Great Britain, Germany, the Netherlands, Scandinavia and France to turn are analysed in this way. Each paper has a bibliographical reference, an annotated bibliography, an encyclopaedic reference, a paper, a separate statistical appendix and details on such matters as population and growth trends, public and private investment flows, trading relations between rich and poor countries. A macabre item even lists weaponry exported, with some startling figures. But we are warned in a disarming comment by Dudley Seers and Elizabeth Housden of the

Persons (page 337). The index, on the other hand, is sparse and formal, empty of theoretical content, and of little use in retracing one's steps through material which has not ignored such issues.

To general this is a fine work of scholarship, printed and produced. It carries a wealth of documentation which should provide a basis of interest and discussion for students from various spheres of political science, as well as for those professionally concerned with aid to the poorer countries. There is no serious blemish. I counted more than 40 acronyms, for which there is no glossary.

From such a diversity of papers I regret that I can pick out only a few for special mention. Ronald Dore's paper on Japan shines with illuminating insights on a country which few westerners understand as well as he. A. Land and Norbye prove magnificently objective about a certain subject underlying the well-known phrase.

United States policies; this is fascinating, even to those whose normal reading is merely current press reports on American society.

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Curiously perhaps, for most countries an acceptable world profligate of moral obligation seems also to be a factor. Self interest along with more mundane ones such as wealth, power or independence. This seems to be one of the bold and simple truths which does clearly emerge from such a study (vide Preface).

We should be wiser, it sadder, in our political altruism after reading this book. So take the antedisclosure directed, with due precautions! It is a tonic which will increase your hold on reality.

For the 14 to 16-year-old, Mr. Gupta makes a comprehensive list of suggestions as to how "Indic" subjects should be incorporated into the curriculum. There is a section on subjects. Here there is a section on affinity eg history, English, religion, science, etc. The ideas are interesting and realistic. The selection on the role of the Commonwealth in India is good. He gives a step-by-step guide to the permanent India Education Commission, useful to those who do not mollify with the haphazard. The book is not only a good read but invaluable for anyone planning to take a class there for the first time. The booklist at the end is comprehensive, including as it does books on Indians living in Britain.

Mr. Gupta's booklist will stimulate teachers into bringing India into the classroom and giving Asian children a pride in their own culture.

Nicholas Owen

characters inhabit a world of social and moral order informed by simple faith, the virtues of family life, traditional customs and human example. Ms Diallo's childhood eyes are those of the innocent growing up in a caring society, one of conditioning, learning and acquiring the orderly values of that society. Though she describes herself as a "wild" child by nature the novel charts with an apparently artless balance of humour and poignancy her gradual progress from rebelliousness towards adulthood and the assumption of her rightful place in a stable society.

San Salvador, of the outset of his reign (1492) and erects a Christian cross. This engraving is included in Jock MacFarlane's *History of the West Indies*. (John MacFarlane aims to stimulate historical thought by chronicling facts: the economic and social conditions of today are set in a long perspective.)



Ranjana Ash

Pat Aggarwal

The first is the distinction between *intellec* and *intellec*, the distinction that is often obscured in the use of *function*. Even Watson, who is usually alert to the distinction, falls in one place into the trap. 'In Francophone and Anglophone Africa virtually all books are published in French and English, yet between 80 per cent and 95 per cent of the population are illiterate in these languages. The result is that the vast majority of the population

Some of the colorful debate about a vocational curriculum throws a broad light on our current post-colonial preoccupations. This education in Mayra C. 1900 was criticized as "impractical, to make the people illiterate, to impart a distaste for manual and technical work and to create a class of literary malcontents, useless to their countries at large and a source of trouble to the Empire". And in 1926 the Secretary of State for the Colonies said: "our whole endeavour now is to get away from purely literary education, not suited to the needs of the natives, a type

John Dan

author's systematic approach is fleshed out with regional examples and exercises to illustrate the central ideas. Morrish warns teachers to be on guard against Euro-centric thinking, and stresses the relevance of development issues to the lives of ordinary people. Two useful books come from the Hutchinson University Library: *Rural Development: Theories of Peasant Economy and Agrarian Change*, edited by John Harris (26.50); *Michael Chisholm's Modern World Development* (24.95).

**Details: R. Gardner, EDC Dept.
Institute of Education
Tel: 01-636 1500, Exts. 606 & 537**



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Pat Aggarwal

RESOURCES

Computer primer

Jaquetta Megarry reviews the pack produced by the Microelectronics Education Programme to introduce primary teachers to microcomputers

Microprimer is an exciting pack of training materials to introduce primary teachers to microcomputers and their implications for education. Designed by Microelectronics Education Programme (MEP) with joint funding from the DES and DOL, the pack is distributed by Tecmedia who also produce the INPUT packs for secondary teachers. (Reviewed in the TES of 23.7.82).

The choice of a distance-learning format was dictated by the large numbers involved: resources and expertise do not exist to train teachers in 27,000 primary schools by any other means. The self-paced and flexible nature of this style of learning can be valuable to adult learners whose levels of previous experience and pace of learning vary so much, though there will always be times when there is no substitute for help on the spot.

The pack is produced in three versions. Each has in common a self-study text as its backbone, with flesh provided by case study material (on audio cassette) and a book of background readings. In addition, produced in three versions specific to each machine (BBC Micro, Spectrum and RML 486Z), there are computer software packs (which will be reviewed next week) and easelformat

beginner's guides.

The easels resemble those included in the INPUT packs, and contain a revised version of the step-by-step introduction to each system; this time it is followed by a new set of activities which give a gentle introduction to programming through the useful process of adapting well-chosen examples.

Daniel Chandler's study text is clearly organized and well-presented, taking little for granted. It is intelligible to complete novices and wisely avoids the common error of assuming that they are as well-disposed to computers as he is. After a simple introduction to the hardware, he discusses the social implications of the new technology, and introduces the main theoretical models in educational computing. After looking at the roles played by the computer in the primary classroom, there are excellent sections on managing the micro and its effects on the teacher's role. The text is rounded off by a look at the future, a short reference list, a poor index and a good glossary.

The text is simply written. Doubtless some will object to its very simplicity; the red traffic-sign pictograms bearing exclamation marks and dubious messages signal the

dangers of oversimplification; it is all too easy to sound authoritarian or patronizing when teaching at a distance. "REMEMBER: computers can't solve problems" is surely open to question in a world where computers have proved theorems and allowed the severely disabled to write. "REMEMBER: we need to develop positive attitudes to unstructured leisure time" sound positively Orwellian.

However, anyone who has wrestled with previous so-called "newcomer" instructions may welcome this lack of pretension. And few could fail to appreciate Chandler's attractive style - especially in a field where so many authors are wilfully obscure and clumsy. Light relief is provided by cartoons, illustrations and poetry - notably a delightful send-up of *Namby of Paris*.

The suggestions for review and follow-up activity vary in their usefulness, and in some cases, no attempt is made to provide feedback on them. Overall, however, the limitations of this material mostly derive from the great diversity of the readership at which it is aimed, and the lack of predictable tutorial back-up of the kind which OU students enjoy. It represents a major achievement in an area where it is

badly needed.

The background reader covers a wide-ranging and thought-provoking cross-section of recent articles and book extracts grouped into three sections. The first contains classic excerpts on the theme of social implications: Peter Large's concise and compelling vision of the future, and Gosling's elegant Kingdom of Sand. The third section also contains some nuggets: Mike Thorne's analysis of essentials in Renl Computer Studies and Seymour Papert's subversive essay on Tomorrow's Classrooms (reprinted from the TES of 5.3.82).

The classroom case studies presented on audio cassettes are perhaps the least satisfactory elements in the pack. Painting a portrait of a living classroom in sound alone is a difficult art, and to my ear the first two tapes were pedestrian near-misses. Why have teacher after teacher saying how enjoyable the pupils find the computer, when the pupils - who are heard only as background noise until halfway through tape 2 - could say it with so much more impact and freshness?

However, things come to life in the second cassette which covers the use of an archaeological simulation and LOGO. The final tape covers

the essential management aspects and - despite a lengthy hourly on-plugs and suckles (surely better covered in the text than on tape?) - provides a marvellous case study at its end. There is a slightly paradoxical quality about the tapes which stands in marked contrast to the ready availability of the rest of the pack to other English-speaking countries.

Indeed, many elements of this pack will find a ready market outside the "target population" of primary teachers. Small businesses canhook on any of the three machines will seize upon the help available through self-study of the text and easels, for example. If the DOL and DES moves quickly to help Tecmedia develop the non-subsidized market for their materials, they could make a significant contribution to our balance of payments.

The materials are available free to schools which buy computers under the DOL micro-in-primary-schools scheme. Information on prices to other institutions can be obtained from: Tecmedia, 5 Granby Street, Loughborough, Leics. LE11 3JH. Tel: 0509 230248.

Next week on the TES's new computer software page Jaquetta Megarry reviews the programs which are part of the Microprimer pack.

Stuck down

by Nick Thomas

Solvent Abuse Information pack
Merseyside Youth Association, 88
Sheil Road, Liverpool L6 3AF. £2,
plus 25p postage. Ten or more
copies, £1.50 each

This pack, for those not *au fait* with current terminology, is about glue sniffing. It is aimed at youth workers, teachers, and other adults working with young people. It seems most useful for the least professional end of the spectrum - the approach is simple, untechnical, and concerned primarily to move awareness forward from the tabloid press version of sniffing.

There are 12 A5 sheets of thin card in the pack, each with a title and drawing on one side and a short text on the other, except for the one

that contains only index and acknowledgements. This is an extremely expensive way to convey information, and the pack is wildly overpriced for what it contains.

Solvent Abuse certainly answers the primary questions: who uses solvents, what the effects are, the dangers of glue sniffing, how to recognize it, and so on. It is perhaps less successful in giving advice on coping with a glue sniffer. "Approach him with a firm and caring manner... advice on diet, hygiene, breathing exercises and try to increase self-esteem".

This is clearly not enough, for practical purposes. But the pack does offer important basic information which is hard to get, and which is usually obscured by horror stories. "While making it clear what a nasty and frightening phenomenon glue sniffing can be, the sober truthfulness of *Solvent Abuse* may be, for many worried adults, in the best sense reassuring.

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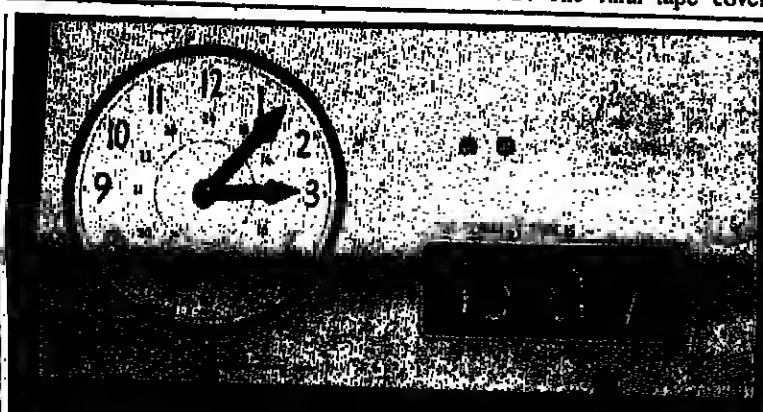
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Four entries in the 1983 Brainwave competition appear this year in Hestair Hope's educational equipment catalogue. The competition, which is organized by the TES and Hestair Hope, asks teachers to submit ideas for aids in the classroom. Hestair Hope undertakes to market those items which they consider have commercial value - not necessarily the winners. The inventors receive guaranteed royalties.

"The Digital Clock (top)" had been designed to explain the correlation between traditional time keeping and digital clocks. By turning the wheels children can dial the time in digital form and write it on the chalkboard. The chemical formulae (middle right) demonstrate how elements representing positive ions have projections and those which form negative ions have indentations.

"The Chalkboard" solves the problem of providing a safe source of heat for the teacher. The Acrylic Teaching Projectors simplify the early stages of understanding the measurement of angles. The markings on the projectors are limited to a 5° division with only the 90° position labelled. By the number of degrees that scale, the device encourages children to count the degrees which can be written on and each sheet contains 25 projections.

Language in science

Language in Chemistry. £1.50
Additional materials. 75p
Produced by the Scottish Curriculum Development Service and obtainable from: Dundee Centre, College of Education, Gordale Road, Dundee DD5 1NY.

This pack consists of seven seminar papers, some of which are supported by additional material, and is designed as a framework for discussion of language development with science departments. The papers are clear, and concise, and they seek to raise questions rather than to provide instruction. Moreover, since conflicting opinions on particular aspects of language are often presented within the same paper, discussion and often unresolved questions can be discussed.

The professional quality of the papers stems from their construction of detailed evidence and analysis. Reading, for example, is examined under eight categories of differentiated headings, each of which takes us beyond the simple notions of "readability" and "levels of terms" to consider how reading can best be used and presented in a scientific context. Topics covered include using textbooks effectively, reading beyond the textbook, assessing the difficulty of texts, vocabulary, higher order reading skills, and the use and abuse of worksheets.

The treatment of spoken language and writing is sensitive. The papers on writing include a small but significant improvement to current terminology. The Schools Council's categories of "expressive, poetic and transactional" writing have been replaced by "drawing attention to themselves" rather than to writing, and the last of them is unmitigated jargon.

These papers have been produced by a joint working party of the Scottish Central Committee on Science and the Scottish Certificate of Education Examining Board. This is an indication of the increased understanding of language among scientists and should help establish its relevance to the work of a broad range of pupils, including the most able. The two packs are a valuable contribution to one of the most difficult areas of education.

John Ball

RESOURCES

Verdict of insanity?

by Gorman Stafford

The Kaiser's Germany 1890-1918
Dr David Blackburn and Professor John Röhl
One hour discussion. Available on reel, £9.75 plus VAT; or cassette, £9 plus VAT, with accompanying booklet.
Sussex Publications Ltd, Poulshot, Devizes, Wiltshire SN10 1BR.

William II and the internal politics of the Second Reich are the subject of this discussion between Dr David Blackburn and Professor John Röhl. Though pre-recorded discussions have often been spoiled by poor structure and uncertain ideas of the intended audience, this is certainly not the case here. The impact of the material, important parts of it as yet unpublished, coupled with the easy but controlled nature of the discussion, produce an absorbing and convincing result. This tape represents excellent value for money.

Blackburn and Röhl begin by accounting for the dearth of biographical work on William published in Germany. Recently published correspondence has, however, been directing attention in a dramatic

fashion towards the Kaiser's importance in the policy-making process, and towards the personality of William himself.

The four or five new biographies soon to be available will suggest that he was "aesthetically disturbed" (Thomas Kohut), a "repressed homosexual" (Isabel Hull) or at the very least "not quite sane" (Röhl himself). A verdict of insanity might at least rescue William from further derogatory comment, but whatever view is taken, the extent of the Kaiser's direct influence takes on a new dimension.

Röhl sees the years 1897-1908 as the high point of the Kaiser's influence, with William at the centre of an intricate network of political relationships based on a vastly swollen court bureaucracy. William's determination to introduce a new moral tone at court backfired in the face of the largely suppressed anonymous scandal of 1894 and the hugely sensational Eulenburg affair.

Röhl has his own views as to the identity of the anonymous letter writer, and will be telling us in the near future. To the end, the institutional enemies of Kaiserism combined to fuel a general disillusion with Wil-

liam, it not with the monarchical structure itself. Military defeat was to achieve that and to put paid finally to William's attempt to define a new role for Kaiserism in the form of a "charismatic monarchism".

In a devastating aside Röhl points to the emergence of a racial nationalism at the end of the Kaiser's reign. He cites a chilling extract from a letter written in December 1919. Germany has been, in William's word "egged on and misled by the tribe of Judah... let no German ever forget this nor rest until these parasites have been wiped out from German soil and exterminated, this - poisonous mushroom on the German oak tree". The natural extravagance of the Kaiser's language hardly seems enough to let him off the hook on this one.

In the second discussion Blackburn outlines recent research on hitherto neglected areas of Wilhelm's Germany. The emergence of socialist and trade union movements, of agrarian and petty bourgeois organizations, of feminist and peace societies and of radical nationalists, indicated a period of

genuine social and political ferment. This flowering of German popular politics and the response it provoked from political elites, concerned to harness such enthusiasms to their own advantage, encouraged a demagogic and reckless style of politics.

It was a style which an unpredictable and even hysterical Kaiser found little difficulty in adopting. Party leaders sought support from below, but never escaped from a fear of that support. Thus the development of mass politics and the changes it induced in the political style of national leaders becomes one of the important continuities of German history.

In this view the notion of a "deutscher Sonderweg" is a distraction, merely encouraging a further focus of attention upon elite groups. The structure of this tape allows both Röhl and Blackburn to develop their positions at length. What is in effect two distinct interviews, unobtrusively becomes a discussion. Röhl, if anything, wears the role of questioner less happily.

The most able A level students may be able to take this discussion as an introductory stimulus, a pre-



lude to reading. For most students, mastery of the essential outlines and the existing state of the argument will come first.

Exposure to this kind of material at the right point remains one of the best reminders of what historical discussion and debate can be like. Students are invited to think critically on a broad canvas, to see historical ideas for what they are worth and to seek to place them within the historiography of the period. The limitations imposed by the Wehr school form the natural backdrop to this discussion and are developed in some detail.

Next year's anorexia nervosa?

by David Self

Taking Examinations
by Dr Don Davies
Audiocassette, obtainable from
Performance Programmes, 16 Priory
Road, Malvern, Worcestershire.
£10.50 inc VAT and postage.

With increasing pressure to pass examinations and to gain the highest possible grades, "exam anxiety" is no longer just a nervous joke. Last summer saw a number of reports of candidates becoming seriously hyperactive and frenetic or clinically apathetic as the revision season ran its tortuous course. Already, exam anxiety shows every sign of becoming next year's anorexia nervosa.

It would be nice therefore to report that this tape guide to *Taking Examinations* brings timely comfort. His 25 minutes' worth of advice is given by Dr Don Davies, a principal lecturer at Worcester College of Higher Education, who draws on experience gained while reducing

stress in junior lawn tennis competitors.

His helpful advice includes the suggestions that we "attach less importance to examinations", that we take tests we can be sure of passing, and that we will be vulnerable in areas in which we are insufficiently learned.

Dr Davies tells us how to relax, how to reduce anxiety and cope with stress, how to develop confidence and how to increase efficiency (avoid over-tiredness). There is little on the personal organization of study periods or the development of a revision strategy.

Apart from the suggestion that we should persuade other people to take mock exams with us (and get a friend to be the invigilator), there is little about the problems of working to a time limit. Indeed, Dr Davies suggests we practice simply starting exam questions.

Taking Examinations may well help some people to relax (the exer-



cises are excellent in reducing physical tension) and be of comfort to those working on their own; but for many for whom success in an examination is a vital passport to a job or to the next stage of education, it's not really enough to be told that any examination can be taken again.

Preventive medicine

by Nick Thomas

Health Education 13-18
Pack of 19 pamphlets, with introductory handbook
Published for the Schools Council and the Health Education Council by Forster Publications, Redan House, Redan Place, London W2 4SB. £25. Introductory handbook alone, £2.50.

The product of a five-year research project involving more than 70 schools and colleges, this pack is successor to the material on health for 11-13-year-olds which was published in 1977: *All About Me* and *Think Well*. The 19 pamphlets, divided into three age-subgroups from 13-14, 14-16 and over 16, cover a wide range of topics. Each pamphlet can be used independently, but together they offer a comprehensive set of consistent material for health teaching - though they do not in themselves constitute a complete programme.

The pack embodies a widely-accepted view of what is meant by "health" and "health education". It stems from the World Health

Organization's definition of health as "a state of complete physical, mental and social well-being". Carried through, such a definition becomes ludicrous, swallowing up most conceivable human projects, but it certainly represents a useful counterbalance to the older understanding of health as simply what happens when you are not ill.

In line with this, the pack focuses very much on prevention, on healthy lifestyle, and on avoiding obvious pitfalls such as smoking, diet and so on. But beyond this, it also sees relationships and feelings as falling within the category of health. There are pamphlets on social behaviour, on relating to groups, and on making choices about self-presentation and in problematic situations. Also included are material on sexually transmitted diseases, dental health, road safety, first aid.

Each pamphlet has a different number of pages to be reproduced and distributed for student work. These are preceded by an explanation of the producers' goals, and suggestions for use which go into

considerable and at times excessive detail.

There is a tremendous weight of theory and technicality attached to the pack. This is particularly true of the handbook, which makes very heavy weather of some quite simple issues about how to integrate health education into the curriculum. It is the meeting of two stars of creeping over-professionalization: health teaching, and curriculum management itself.

But however irritating, and at times fatuous, the superstructure may be, the material itself is straightforward, sensible and useful. One may question the too easy identification of emotional and relationship issues as matters of "health" in any meaningful sense - "mental hygiene", perhaps? - but it is good that these areas are being seen as important, and as contributing to health problems; but being happy is not like brushing your teeth: between the two, the latter is undoubtedly the best available basis for teaching teenagers about health.

Lebanese realities

by Martin Goldsmith

Living in Lebanon
Unicef Development Kit No 12
Unicef

The most recent of the Lebanon's disastrous conflicts will have made an impact on many children. *Living in Lebanon*, meant primarily for 9 to 14-year-olds, looks not only at the roots of these conflicts and at the efforts to reconstruct the nation which have now suffered such a dreadful setback, but also at the culture and life of the Lebanon, the three-dimensional reality behind newspaper and television pictures.

The kit can be used as a basis for discussion of civil wars around the world - Northern Ireland, Cyprus, Vietnam, Kampuchea - and of what it is like to grow up in such an environment. It is also a resource for teaching about relief organizations, and more generally, a fine source of material on Arab culture and religion. Background information is included on the geography and material resources of the country.

Central to the material is Nabli, a real boy growing up in the coastal village of Rmelieh which was largely destroyed in the fighting. Twenty-eight colour slides show Nabli, his family and surroundings, and aspects of everyday life in the Lebanon. These are explained by a first-person commentary.

The rest of *Living in Lebanon* is background, addressed to the teacher for translation into a suitable form for the class, on the geography, history, religion, politics, culture and daily life of the country. It is in four separate sections: one on "Lebanon Past and Present", one with a suggested structure and discussion points for group work; one with five "features" on wider but relevant issues - "Arms or development?", relief work, education and literacy, for example; and one consisting of appendices on cultural aspects like food, music, games, proverbs ("three things cannot be kept secret: love, pregnancy, and riding a camel").

All in all, *Living in Lebanon* offers a helpful means of exploring the reality behind the horror headlines. In some ways it may deepen the shock, by making the victims into actual people. But equally, it conveys the resilience, endurance and vitality of an ancient and complex nation.

CORRECT ANSWERS
MAKE A DESIGN.



Puzzles in style

Colouring Puzzles
Spiralmasters, Books 1-4
by Ron Kremer
Addison Wesley, £9.95

Colouring Puzzles consists of four sets of spirit duplicator masters, each with 24 sheets. The intention is to provide the teacher with a resource for giving pupils extra practice in arithmetic.

Though the materials contain routine computational practice, they are organized in an unusual and interesting way. Each sheet contains 16 sums arranged in a 4 x 4 grid. Pupils have to shade in each square of the grid following a procedure based on their answers. If all the calculations have been carried out correctly, the shading will form a pattern.

This enables the teacher to check the pupils' work quickly. It also provides the pupils with immediate feedback. Feedback for the pupil is very helpful since it encourages children to spot their own mistakes. However, it does mean that the teacher will not always be able to see the details of mistakes made. But this is, of course, the case for any system in which children check their own work.

On some pages it is possible to produce a pattern even if some answers are wrong. This can happen where the pupil has to shade one way if the answer is odd, and another if the answer is even. On such sheets the spiralmaster is marked to draw the teacher's attention to the need to check the answers carefully.

The material is clearly organized. There is one set of masters for each of the four basic functions and with in each each set, the sheets are carefully graded in difficulty.

Colouring Puzzles used its novel style to provide an extra technique for practice exercises. It is easy to use alongside the teacher's existing materials, and is reasonably cheap.

Andrew Rothery

ENDPAGE

Multi-layered portrait

James Joyce. By Richard Ellmann. Oxford University Press £25.00. 0 19 503103 2.

It is, I suppose, understandable that some quizzical eyebrows should be raised over the award of this year's Duff Cooper Memorial Prize to "Ellmann's Joyce". It's not because Professor Ellmann was himself recently a judge for this award, nor yet because the prize goes only rarely to books that originated and have been printed in the United States. It is rather that, for the first time in its 27-year history, the award has been given not to a new book or a new collection of poetry but to the updating of a work which is already acclaimed in some quarters as a classic. Was there nothing in British biography, history, poetry this last couple of years (or French) to compete with the refinements, the qualifications, the expansions that Professor Ellmann has now built into his already imposing edifice?

For surely no detractor would cavil at the stature of this biography alongside the often flimsy or partial memoirs that are attached to those who "made it new". When Ellmann laid the book's foundations in the forties he saw the need to gather as much first-hand evidence as possible about Joyce's life, before the witnesses died or the documents, as in their way, disappeared. The result was a biographical record of immense proportions which the author skillfully organized so that the many and subtle links between "life" and "works" became manifest, while at

the same time the reader was left in horrified wonder at the ramifying contradictions of bold, reluctant, endearing, infuriating, tragic, comic Stephen James Hero.

This portrait of the artist in multiple layers retains all its original character in the new edition, which was published for last year's Joyce centenary. The work that has been done on it is multifarious, varying from the correction of minor errors to the insertion of paragraphs or pages of new information, but all this serves simply to reinforce rather than to heighten or modify the impact of the first edition.

The book remains a joyous exploration, whose overriding objectivity is still only lightly encroached upon by Professor Ellmann's affectionate irony. By the same token though, the bulkiness of its facts has prevented much increase in the attention given to some crucial features. How, in practical terms, did all that work in progress go forward through the bewildering tangles from one lot of rented rooms to another? What were the activities of characters surrounding the leading players? Major figures - even long-suffering Nora - still inexplicably disappear from view at times when we long to know more about them. Snail-track notes point uncertainly to further knowledge. *James Joyce* is indeed a classic, but its 887 pages (superbly indexed by Mary Reynolds) continue to fascinate as much for what they do not say as for what they do.

Brian Alderson

Elizabethan virtues

The Literary Language of Shakespeare. By S. S. Hussey. Longman £4.95. 582 49228 9. Shakespeare's Sonnets. By Kenneth Muir. Unwin Critical Library £4.50. 04 821055 2.

Most books on Shakespeare aimed at students and teachers make a polite nod in the direction of the "general reader". The general reader's point of view is put succinctly by my 16-year-old niece in America: she asks if there is a book on Shakespeare.

for High School students who want to grasp it more, rather than run away because of the Old English. My friends and I liked Macbeth, but we studied it in a technical way rather than enjoying the drama. A disadvantage was that the teacher whipped through it in two weeks. Anything you can give or tell me would be greatly appreciated.

Both the books under review, written by professors for college students, would be too difficult for her. Indeed, they would be stiff going for anybody who did not know Shakespeare pretty thoroughly already.

Professor Hussey's is informative and refreshing; he argues, for exam-

ple, that the word "swagger" was a neologism in Shakespeare's day and Mistress Quickly is using the word without understanding it. He reminds us that Elizabethan theories of composition were not ours, and that Shakespeare's contemporaries saw no virtue in plain style. And while Professor Muir's treatment of Shakespeare's use of "you" and "thou" is sketchy, Professor Hussey has a succinct treatment of "Ye", "You" and "Thou" which is recommended.

The strength of both these books is their setting in historical context, with well-chosen examples from among Shakespeare's contemporaries. Professor Hussey's book shows signs of rigorous editorial pruning, which leads at times to lack of clarity: willing of the Elizabethan use of the auxiliary "do", he writes: "It had lost another, earlier use of do, the Middle English causative corresponding to have or get in present English (I had my house painted). 'I got my car repaired'".

Here I would have preferred an example of Elizabethan or even Middle English usage. Similarly, he writes that *eat* and *ate* sound alike in sixteenth-century pronunciation, so the Authorized Version uses "I did eat". If they sounded alike, I should like to know how they were pronounced: *et*? *eight*? (as in Cock-

ney to this day?)

When Maria in *Twelfth Night* says "Go shake your ears!" Professor Hussey glosses her *ears* as "shut up". Well, yes, but isn't she comparing Malvolio to a donkey? And when Professor Hussey writes of the phrase "aume and fanie" as "tying shing, one is forced to comment that it is not rhyming slang (like 'apples and pears' for stairs) or even slang at all: it is a colloquial rhyming phrase, something quite different.

These are, however, small blemishes on an interesting and original book, which is scholarly without being technical. Its bibliography is going to last me a long time. Professor Muir's book also appears in paperback. One wonders how anybody can find new things to say about the sonnets: but Professor Muir's approach is wise and humane, and summarizes with a pleasing modesty the state of real knowledge as against wild speculations about the Dark Lady. Surprisingly, he seems unaware of Clair Campbell's theory that the numbering of the sonnets went awry because of careless binding and argues for the conventional order while providing, as he says, contrasts of mood.

Valerie Grosvenor Myer

Conjecture is inevitable

Elizabethan Popular Theatre: Plays in Performance. By Michael Hattaway. Routledge & Kegan Paul £14.95. 0 7100 9052 8.

Aspects of "King Lear". Edited by Kenneth Muir and Stanley Wells. Croom Helm £16.00. 0 521 24604 11. £5.50. 28813 4.

The dominant trend in twentieth century criticism of Elizabethan drama in general and Shakespeare in particular has undoubtedly been the restoration of the dramatist to his rightful place - in the theatre; a trend that has received renewed impetus from the presence of two permanent companies in London, the RSC and the National. Drama is characterised in action, but excessive emphasis on character study has turned plays into narratives to be read and pondered rather than acted and applauded on the stage where alone their full potential can be realized.

Any book, therefore, which throws new light on the original production of such plays, or synthesizes knowledge hitherto unavailable in a single volume, merits the welcome accorded to Michael Hattaway's *Elizabethan Popular Theatre*.

(For "Popular" read "Public" in contrast to performances of Court, in private houses, University Halls, etc.)

The first part of this book, "The Idea of the Elizabethan Theatre", has chapters on "Playhouses and Stages", "Performances", and "History and Plays". Based on this historical survey, the second part consists of a close study of five plays known to have been popular in the 1590s. *The Spanish Tragedy*, *Mucedorus*, *Edward II*, *Dr Faustus* and *Titus Andronicus*, and attempts to ascertain as far as possible how they might have been originally presented.

Factual certainties about the Elizabethan Theatre are minimal: for the interiors little beyond those derived from De Witt's 1596 sketch of the Swan - itself needing expert interpretation; and the original intention for the construction of the Fortune, for their external appearance we have several engravings, some with De Witt's drawings, being here. All else that we "know" about structure, performances, costumes, stage properties (more plentiful than long supposed - including an intriguing "hole to creep in and out"), is a compilation born of patient, scrupulous research into innumerable texts (especially their stage directions), theatrical account books, lists of properties, etc. and intelligent guesswork. The quality of the product depends on the proportion of research to guesswork, and the emphasis laid on "scrupulous", "attention", and "intelligence". Respectively the phrase "may have been" recurs, and it is right and honest if should. There is no escaping the part conjecture must play in building up the picture; but it must be conjecture based not only on strict interpretation but on a deep knowledge and understanding of the everyday life and culture of the times.

Aspects of "King Lear" is a printed selection from the *Shakespeare Survey* over 30 years. Each volume is devoted to a single play, this one compiling a skilful summary of some 60 critical works on *Lear* since 1933, and Kenneth Muir on *Lear* in the past, and a *Stamper* on the *Lear* enthusiasm are valuable contributions. There are eight pages of photographs, but with only 95 pages of text, the price is excessive.

Hermann Peschmann

Seen and not heard

Children of the Great Country Houses. By Adeline Hartcup. Sidgwick and Jackson £9.95. 0 283 98826 6.

The idea of being a child during the nineteenth century conjures up such lurid pictures of cruelty, severity, about being seen and not heard, that it is difficult to understand how any child then could have grown up into a sane adult. What effect must the gruesome images of Struwwelpeter have had on impressionable young minds? Accordingly, Adeline Hartcup's engagingly anecdotal book gives a fair number of instances of cruelty by parents or governesses, some of which, from a safe, twentieth-century distance, seem rather amusing. Edith Sitwell, for example, was disliked by her parents because she showed "unwel-

come evidence of brains", and they considered her nose such an unattractive sight that she was forced to wear veils suspended from her forehead at night in an effort to correct it.

That is not to say, of course, that cruelty was universal at that time, but children's chances of happiness were largely determined by the attitude of their parents, for those were far harder to escape from in the days when children of upper-class families seldom went away to school.

Some of these children seem to have been dauntingly precocious: one little prodigy received a copy of Horatius for her fifth birthday and could read it (maybe someone's memory was a bit rose-coloured); another five-year-old, swot could write French and the future Earl of Rosebery was given Macaulay's

Essays to read at the tender age of ten (would he have preferred Blyton?). Lord Longford, it is a relief to relate, had to be bribed to read *A Tale of Two Cities* - a book of the "trash" and magazine articles he inclined towards.

Adeline Hartcup views the enormous wealth of material from enlightened sources running through the book as a thread of awareness that some of these children were in their material advantages, to be disturbing contrast with the poor working class families on whose estates, while others took their place, he granted the philanthropic. His four-year-old's social consciousness prompted him to invite James to lunch.

Caroline Mendham

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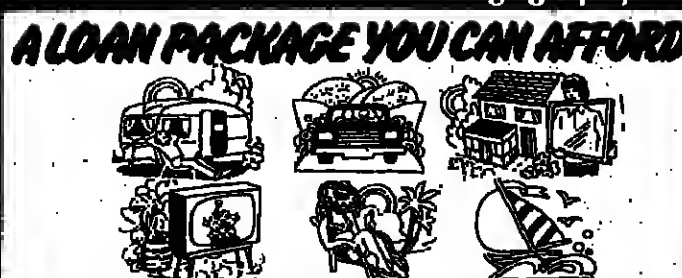
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EXTRA

Four edges round a fact

Rupert Gray offers a guide to expedition photography

A good photograph is made by a good photographer. Whether his camera is the most expensive one on the market or the cheapest will not alter his skill. He is simply putting four edges round a fact. What that fact is, where he puts the edges, is solely his decision: he will not do it any better with a Nikon than he will with a pre-war box Brownie, although the more sophisticated camera will extend the range of images he can capture.

These rules apply equally to those who take cameras on expeditions, whether to the Cairngorms in winter or the Sahara in summer; the facts between the edges are potentially more unusual and offer more scope to create a striking photograph, but no amount of technological genius on the part of the manufacturer can take the place of the photographer's ability to select his frame.

Those, therefore, who are buying cameras to take on an expedition this summer should not fall foul of advertising propaganda. Whatever advice you are given by friends or salesmen, buy what you can afford and check that it works before you go. If you intend to rely on his advice, choose your salesman carefully: it is the man behind the counter who matters, not the name above the shop window. There will be a wide choice within your price range, and although you will pay a little more at a reputable distributor than you will in the cut-price stores, you will save more than you gain by taking advantage of the expert advice they offer their customers.

It is wise to purchase a camera which takes 35mm film, and one which is mechanically operated. Batteries, without which most automatic cameras cannot function, have an irritating habit of running down at the most inconvenient moment, and they do not like extremes of climate. If you favour an Olympus camera, for example, buy the OM1 rather than the OM2; it is, incidentally, significantly cheaper.

A camera with interchangeable lenses, if you can afford one, will give greater flexibility in the field. For mountain scenery a wide-angle lens is important, and for taking portraits of shy Kashmiri maidens, a telephoto lens is extremely useful. Every photographer has his favourite lenses. I have found the best combination of weight and versatility is a 135mm standard lens (50mm), a 28mm lens, and if travelling light I drop the standard lens and replace the telephoto with an 85mm lens. It is unwise to travel with less than two bodies. I usually take three, and when one develops a fault, I am still in business. In the meantime I have one each for black and white and colour.

Take twice as much film as you think you need. You will use it. If you don't, you will on the next expedition. For colour transparency

cies, with which prints can be made and lectures given, there is little to choose between Kodachrome 64 and Ektachrome 64. Of the black and white film, Ilford XPI is the most versatile: it is a fast film without the disadvantage of producing a grainy



Good photographs materialize without warning

print. It is, however, slightly more expensive to process. Once in the field, those with a camera are faced with a number of tasks: to bring back a record of the expedition's activities, of Landrovers buried up to their necks in mud or Charlie as he steps onto the peak of an unclimbed mountain. The photographer must also record the environment in which the expedition takes place, its population and the relationship between the two.

Whether or not you are the "official" photographer, to accomplish these tasks requires a disciplined approach. Good photographs materialize without any warning, and your camera must always be loaded and ready to hand. Times spent in digging it out of the rucksack and loading the film may coincide with a crucial moment when the giraffe



Part of the expedition record: the Landrover bogged down in the mud

finally appears or Charlie falls down the crevasse. Carry it round your neck or strapped to your belt, loaded and set at what is likely to be the right speed and aperture; all you have to do when something happens is to raise it to your eye, focus and shoot. When you have taken a couple of pictures, adjust the aperture, or speed, as necessary, and if the giraffe hasn't vanished, take another one.

Pictures that present themselves thus are the easy ones; photographs of record require forethought and imagination. The expedition will have its objectives, particularly school expeditions, whether they be geographical, scientific or adventure training. If they are to be recorded, the photographer should make a comprehensive list of what pictures he wishes to have in the bag by the time the expedition gets home.

Last year I went to Greenland with the British Schools Exploring Society expedition to the East Coast; 100 youngsters spent seven weeks climbing mountains, kayaking down remote fjords, lending scientists a hand and surviving some rather bleak weather conditions. As expedition photographer, my list of required pictures was alarmingly long, and included glaciologists peering down crevasses, surveyors peering through theodolites and the assembled expedition praying aloud below a Union Jack on a Sunday morning just south of the Arctic Circle. I photographed 400 colour slides on a crisp, sunlit ketchow, which tickled the imagination of the manufacturers who provided them, and captured Niek Parks, ice-axe in hand, as he harangued his trainees on the excitement and dangers of climbing walls of ice.

To select the right subject-matter is important, but they must be good pictures: an over-exposed black and white negative can to an extent be compensated in the printing, but a



It is useful to have the right lens for a shy Kashmiri maiden

transparency is fixed for life. You can insure against incorrect exposure by a technique known as bracketing: take three pictures, one at the exposure recommended by the light meter, a second picture one stop over-exposed and a third similarly under-exposed. It is expensive on film, but you can be reasonably certain that one of the three pictures will be taken at the correct exposure. I invariably bracket if the lighting conditions are difficult.

Time spent in composing your picture, unless in the giraffe category, is never wasted. Composition is the crux of good photography. Portraits should be head and shoulders or head to toe. Do not under any circumstances chop them off at the knees. Consider whether the picture is best vertical or horizontal, whether the horizon is best in or out, and check that it is level; a downhill sea the common denominator of holiday snaps, renders an otherwise good picture useless. The focal point of the picture, to which the eye will be naturally drawn, is usually best placed towards one of the two bottom corners of the picture. These are guide-lines, not rules. There are no laws in the game of composition, and it is on art in which some will naturally excel and others simply learn.

Equally painstaking but also tedious is the job of looking after your equipment in the field; clean your lenses daily with an air-brush or lens cloth, particularly in dusty environments. Do not expose your equipment to sudden changes of temperature; the heat of a tent in a cold climate will cause condensation

in the lenses, and it is sensible to leave your equipment under the sheet in a waterproof bag. The camera is bound to be knocked, and a skylight filter will not only protect the lenses but will also reduce base in landscape photographs. Use your lens-caps, and take half a dozen spares.

Do not allow yourself to be convinced that black and white photographs are less important than colour; they have a quality of permanence that colour does not. A colour negative begins to fade after six years (sooner if not stored in a dark, dry environment), and slides after 10 to 25 years; black and white negatives retain their sharpness for 50 to a 100 years, and if printed on gallery paper (Ilford), they will hang in your grandchild's dining room wall long after your coffin has disintegrated.

Kerith Johnston Photographic Limited, of 1-2 Ramillies Street, London W1, offer favourable rates for the bulk purchase of film, and have a comprehensive range of the better quality 35mm cameras; the advice over the counter is both competent and courteous.

Camera Care Systems, at 30 Alxenture Road, Clevedon, Bristol, Avon, offer well-padded pouches designed for carrying cameras and lenses up your waist at a reasonable price. Contact Nigel Gifford.

Suggested reading: *Creative Techniques in Travel Photography* (Batsford 1982) by John Douglas. *Lichfield on Photography* (Wiley Collins 1982).

Moreover, a day trip to London is only an hour by road or rail, as is the Kent coast and Channel ports, and you could even have a day in Boulogne or Calais without any great cost or inconvenience.

On other days the towns of Tunbridge Wells, Tenterden and Faversham are well worth an exploration; all with their narrow little streets, and elegant shops, tea-rooms and restaurants, not forgetting Chatham and Rochester, traditional defenders of the Medway estuary. Rochester is still beautiful of its cathedral and castle, and still more so of its association with the novels of Charles Dickens.

For Kent is more than just a "nice" picturesque county with a bit of history called Canterbury - it does the term "garden of England" to the county something of a disservice. The importance of the role of Maidstone as an attraction to outsiders with rewarding glimpses of how, over the ages, men of Kent and Kentish men actually made use of that garden.

At the centre of Kent

Stephen Petty finds that Maidstone is not just a stop on the line

When I told a colleague that I had spent time in Maidstone, he looked at me uneasily. Presumably, he thought I meant the prison, evidently unaware that the county town of Kent may well emerge as one of the principal stopping spots in the whole of the South.

Such a thought would have been at least eccentric a few years ago, but Maidstone has since made a great effort to make more of its many assets. Traffic has been diverted, pedestrian precincts have been created, more respect shown for its older streets and buildings, more hotels and restaurants have been opened - all with a mind to welcoming visitors with open arms rather than letting the town continue, as it once did, to act merely as a train-stop on the line to the east or a place which one missed on the by-pass.

At last you are encouraged to

admire its graceful medieval palace and early-modern architecture, its charming carriage and local history museums, to wander through its open parks and gardens and along its new river frontage - or by way of contrast, to observe the sea of shopping at the new Stoneborough Centre.

The latter has, perhaps surprisingly, done more than anything else to enhance the town, bringing some of the town's busiest stores into one concentrated but tastefully designed trading world, thus returning the rest of the town to relative peace and quiet, its whole ambience new more friendly and less hectic. There is now established an official "Maidstone Walk" - at one time an unthinkable proposition.

Maidstone's face has been further altered by the revival of theatre and musical entertainment, and with modern swimming baths, two sports

centres, a golf course, and professional football and cricket all being on the doorstep, the town alone can keep many visitors happily preoccupied.

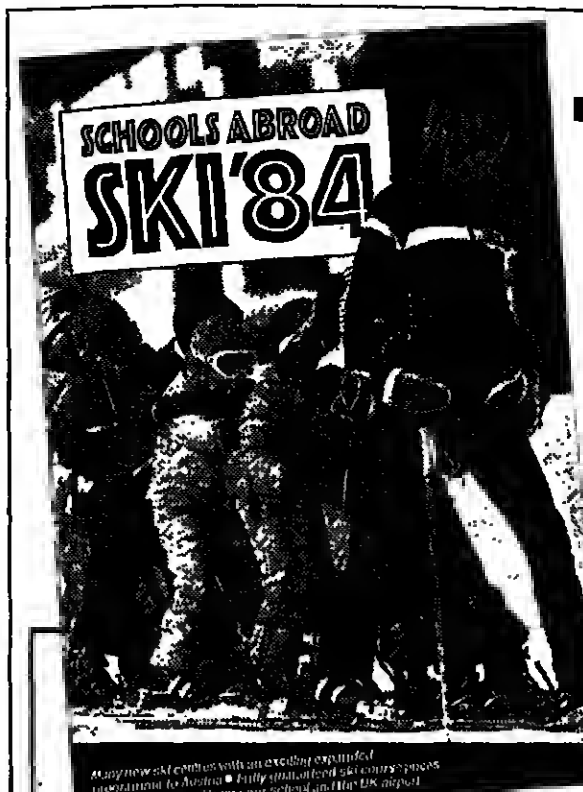
A further reason, however, why Maidstone is likely to pass from the "market town" to the "highly marketable" category, is that you could hardly be better situated for sightseeing. The options are almost overwhelming. The city of Canterbury is less than an hour's drive away; there are ample helpings of history within just five miles of Maidstone if you have no wish to travel far.

Within a few minutes of the town are the first of innumerable parish settlements tucked either in the valleys of the North Ouse or between hop fields in the Weald, some villages, taking you back (or ahead) others still with an atmosphere and appearance going back centuries.

You might discover these villages, alternatively, by walking part of the Pilgrims Way, a well-worn track which runs parallel with the North Downs to Canterbury. The more pedantic historians suggest that Ancient Britons, not pilgrims, actually used this path, but it is no less agreeable for that.

Find time also to investigate castles built by Edward I in the villages of Leeds and Allington - Leeds containing many fine collections, not least of post-impressionist paintings. Delve still further into history by visiting the famous prehistoric burial chamber of Kist Cary House near Aylesford, a village also distinguished by its medieval friary which is still used.

Anne Boleyn's beautiful castle at Hever, the manor of the Sackville and Sidney families at Knole and Penshurst, and the celebrated Sissinghurst Gardens, are all only 20 miles away; and for those who want to alter the mood for a few hours, time your visit to Maidstone to coincide with life in the fast lane of nearby Brands Hatch.



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EXTRA

Literary 'Bummels'

Dudley Wilson explores John Clare country and beyond

"There is a fascination about places associated with writers that has often prompted readers to become pilgrims". So states the preface to that invaluable work *The Oxford Literary Guide to the British Isles*. Stratford-upon-Avon teems with worshippers at the shrines of Shakespeare and some even attend the RSC's stunning performances.

When Cumberland and Westmorland were amalgamated, together with Lancashire north of the sands, into the all too near sounding county of Cumbria, Wordsworthshire would certainly have been a popular contender for the title. Such a shire would have nicely broken down into districts of Hugh Walpole around Derwentwater, of Norman Nicholson around Duddon Estuary, of Arthur Ransome around Lake Windermere with a parish for Richard Adams' *Plague Dogs* on Conistone Old Man and so on. Jerome K Jerome explains the German "Bummel" delightfully to George and his definition applies admirably to the extension of the holiday idea to a couple of literary inspired travels I especially enjoy.

"Sometimes it is through busy streets, and sometimes through the fields and lanes; sometimes we can be spared for hours, and sometimes for days. We nod and smile to many as we pass; with some we stop and talk awhile; and with a few we walk a little way. We have been much interested, and often a little tired. But on the whole we have had a pleasant time, and are sorry when it is over."

No poet in English is more approachable, surely than John Clare. The countryside and villages associated with his life and creative work lie east of the Great North Road (A1) between Peterborough and just north of Stamford. At speed the terrain does not strike motorist or rail traveller as worth a detour, and indeed its chief attraction to me is its gentle, as yet largely unexploited quality. But for schoolers after wondrous Peterborough Cathedral with its superb West Front and Burghley House, our grandest Elizabethan mansion crammed with fine furnishings, carvings, paintings, tapestries and Verrio's painted ceilings, are outstanding attractions in the not-to-be-missed category.

Stamford, liberated from main road traffic slavery, is one of the finest stone towns in all Britain. Its medieval churches, All Saints, St George's, St John's, St Martin's and St Mary's bring a noble soaring to the town profile on a gentle hill overlooking river and meadows. Stamford is to stroll in, shop in, stop for a pub lunch in and, not least, to stay in. The George I unhesitatingly select as my ideal base for a little Clare country. Watch for surprisingly low bargain rates at

weekends. The town would figure importantly on the John Clare trail should one ever be compiled. Clare walked to Stamford to purchase books, *The Compleat Angler* and *Paradise Lost* for example and subsequently in 1820 John Tynler, cousin of bookseller Ned Drury published Clare's first volume of poetry. His poetry owes much to his experience as a farm labourer, his insights into, and observations of nature and humanity but is far from untutored, drawing as it does on his wide reading. John also was an assistant at Burghley in the gardens of the huge estate. Stamford is surely then county town of any shire devoted to John Clare.

From Stamford I set off along a route of some 10 miles, covering about 100 years of history. The route is compact, this festival, despite financial insecurities, has succeeded triumphantly. Things snowballed with the restoration of Machin's Opera House and its modest glory rings to fine operatic sound. They opened with Lucia in a festival strung on a Sir Walter Scott theme. Shakespeare followed, two operas this time *Beatrice and Benedict* together with Gounod's *Romeo and Juliet*. The 1982 highlight was in Kodaly's centenary year, *Hary Janos*, cimbaloms and all. Buxton at festival time makes a marvellous base for concerts, opera, theatre and exhibitions interspersed with fine rombles in the surrounding hills and dales. David and Janet Eaton's Thorne Hayes Private Hotel will de-

light on English cooking and a good selection of English wines to accompany it is a sound recommendation for your Buxton stay. It figures in Mike Stone's *Good Room Guide* which I find reliable. Culturally refuelled it is time to descend from such heights for more literary bummelling in Cheshire. This is Lewis Carroll country, he was born at Daresbury and 1982 was an anniversary year, and children will peer for grinning cats in bush or hedgerow. More satisfying, is the quest for Mrs Gaskell links.

Knutsford was the model for Cranford and today retains many picturesque features and an atmosphere little changed in essence. The health miraculously survives and the authoress was brought up by her aunt at Heath House, Mrs Gaskell is buried in the churchyard of Knutsford's very attractive, old Unitarian Chapel. The town's main curiosities are the buildings of Richard Harding Watts whose King's Coffee House commemorates Mrs Gaskell in somewhat Moorish folly style. It is a famous restaurant these days. Art Nouveau with dashes of Arts and Crafts, rapid and it is not difficult to imagine John Galsworthy seated in such surroundings and indeed he did frequent the place. Such elegance has reached wider audiences recently through television exposure as a setting for a major serial.

Tatton, deer park, great house and lake, is the main draw and Knutsford's principal street leads to the park gates. My most treasured discovery is the original of Hope Farm which figures in *Cousin Phillis*. About four miles from town, in the story a pub landlord instructs Paul Manning to carry his eye "over you bed of hollyhocks, over the daisy trees in the orchard garden, you may see a stack of queer-like stone chimneys." I looked and saw as Paul did and Mrs Gaskell gives a detailed description of the grassy lane, railing and pillars topped with stone balls for the grand entrance which nervous Paul notices switching at roadside weeds as he strolled before he encounters Phillis in her plumage. As Harris said of the Bummel: "I shall be glad to get back, and yet I am sorry it is over, if you understand me."

John Clare, 1793-1864

Of all these Plekford is my favourite, magical in early summer with oohing cuckoos, cowpals, low spring crops. Sheep scampered in the walled churchyard and the single arch remaining of the ancient church ruins created for me a humble yet potent symbol for Clare perhaps as Tynler's grander remains do for Wordsworth.

After Clare we sped north to cross limestone-walled uplands of Derbyshire for Buxton, alive with festival colour and activity. Mod-



Mrs Gaskell, circa 1830



John Clare, 1793-1864



John Clare's cottage at Helston

At Aggalia's house

Mary Adams on villa holidays in Crete

Mary Stewart's hero in "The Moonspinners" was just the last straw ("he was young, dark-haired and blue-eyed... with a fair amount of physical strength"). Or maybe it was Zeus - being born there, in a cave in the White Mountains. I've always had a soft spot for him. Anyway, I finally decided. I had to go to Crete.

How to do it was quite another matter. It was already almost April, and the brochures suggested that May was one of the best times to go. I'm not one for over-much heat, so I decided to go in the spring. The flowers were not to be missed. Also, I wanted to take my teenage daughter with me. So that meant choosing a holiday quickly. We did not want the formality of an hotel, but neither did we welcome the idea of rucksacks and baked beans.

About that time we came upon Just Villas, a branch of Beyond Travel Ltd of Stratford on Avon. A quick phone call produced a friendly and helpful response. There was little time to spare, so we decided to commit ourselves. Just Villas specialized in villa holidays of all sorts and sizes, concentrating on good sites, comfortable accommodation and friendly service; so they said. Well, we shall see.

We left Gatwick in a May heat-wave and arrived at Heraklion in cold, wind and rain. Perhaps Zeus was having a rough patch. An essential to any holiday in Crete is a hired car. After a slow and nervous journey to our villa,

Kritsa is a small mountain village in the Aghios Nikolaos region of Crete. The combination of an unfamiliar car, the "wrong" side of the road, and two tired travellers, did not make for a speedy journey. Darkness was almost upon us as we arrived in Kritsa where we were to stay in a villa called Aggalia's House. The narrow cobbled street was not wide enough for parking so left our car at the bottom of the hill. No sooner had we stopped, than a small, black-clad, sprightly figure appeared out of the gloom telling us how welcome we were. She led us to our cases she set off up the hill at a brisk pace with us in hot pursuit.

Aggalia's House turned out to be delightful with flowers everywhere; bougainvillea, vines and assorted brightly coloured succulents thrived in pots on the verandah. And after the best moussaka I've ever tasted and a bottle of full-bodied local wine, we unpacked the bare necessities and literally fell into our comfortable beds.

The weather remained obstinately un-Greek - the locals said it was the worst May weather in living memory - yet our stay in Kritsa was unforgettable. Mrs Aggalia cooked us superb dinners. We sampled kid delicately cosseted with artichokes in a creamy lemon sauce, chicken with okra, tomatoes, oregano and other local herbs, and more delights such as the traditional stuffed vine leaves.

This wonderful lady also arranged a trip up into the mountains surrounding Kritsa accompanied by a donkey and vigorous rain squall, the

precursor, it turned out, of the wildest Spring storm experienced for 30 years. Yet it didn't seem to matter too much. Aggalia's welcome and her continuing warmth epitomized Cretan hospitality at its best and will remain a happy memory.

We were curious about the other Just Villas houses and their representative in Aghios Nikolaos took the time and trouble to let us see for ourselves. All those we saw were carefully chosen, well sited and generously equipped. Particularly engaging to us was the Stone House, reached along a narrow track linked with orange and lemon groves.

One of the highlights of our stay at the Eastern end of Crete was our visit to the windmill-sudded Plain of Lassithi. The plain itself, although an amazing sight, is almost surpassed by the beauty of the drive up wildly curving narrow roads carved out of the mountain-side. We took an unusual photograph of some

mountain goats climbing a fig tree - yes, actually climbing it!

Another experience was a visit to the ruined Minnion settlement of Lato. The first part of the experience was the drive: certainly not the right way to treat a car. The three kilometre climb from Kritsa is along a very rough, boulder strewn track which must have done dreadful things to the suspension. But Lato was a sight not to be missed and to us, far more impressive and wildly beautiful than the better known and more popular sites at Knossos and Phaistos. The ruins are set near the top of a mountain on a plateau ringed with almond, orange and lemon groves. The clouds were so near and so white against the deep blue of the sky that they almost seemed to enclose the plateau. The site was deserted and we could experience the timelessness and eternity in peace.

Certainly of all the Just Villas houses at this end of the island, we found Aggalia's in Kritsa to be a wonderful choice; not only because of its setting in this pretty village, but for the warmth, hospitality and outstanding culinary skills of Mrs Aggalia herself. However, if solitude, sea-bathing and boating were to be a priority, the Stone House would be ideal. But a car is essential for a comfortable stay at either of these places.

After a fond farewell, we set forth for the second of our locations, the Domeniko Pension at the Western end of the island, in the town of Chania. We drove to Rethymno and stopped for a superb lunch at one of its famous fish taverns surrounding the harbour. Baby squid followed by delicious sword-fish steak was accompanied by a local salad of cucumber, tomatoes and onions with a topping of goats' milk cheese. When we were fit to travel, we continued our journey along the pleasant New Road to Chania.

continued

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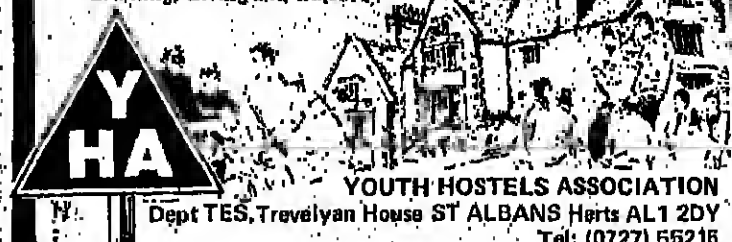
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EXTRA

A book in the bag

Reviews by Robin Mead

Travel books always remind me of the old question: "Which came first, the chicken or the egg?" - for as holiday destinations grow more exotic, so does the available reading list. But one is never sure quite whether the author came first (if so, where were the travellers to read his book?), or the travellers (in which case, surely the author is competing with lots of other authors).

The question may not have quite the evolutionary significance of the "chicken or egg" riddle, but it is highly relevant to the economics of the publishing industry. Travel books have their armchair readers, content only to daydream, of course; but the readers who make a book profitable are the ones who pack it for their trip along with the swimsuits and sunglasses.

That being the case, the first duty of a guide book is to be competitive and offer guidance: on what to do, what to see, what to buy, where to stay, what to eat. And two women who have fulfilled that duty quite admirably in the recent past are authors Carole Chester and Patricia Fenn.

In each case, the author is filling a glaring gap in the guide book market - and therefore writing for holidaymakers *in situ*. Patricia Fenn's subject is the French Channel ports of Calais, Le Havre and Cherbourg, much beloved of duty-free hunting day-trippers; and Carole Chester's subject is Florida - a holiday destination which has been sadly lacking a good guide for the thousands of Britons who now flock there every year.

The aptly-named *French Entrée* (Ouliers Press, £2.95) has been sponsored by Townsend Thoresen - by far the liveliest of the cross-Channel car ferry operators. Townsend Thoresen knew what they were doing, for Patricia Fenn's lively and detailed guide will undoubtedly help to boost custom. A spot of Christmas shopping in out-price Calais? A meal afterwards? Staying on for the weekend? Then take Patricia Fenn as your guide, and you will be in the hands of an expert.

Much the same applies to Carole Chester, whose *Florida* (Batsford, £7.95) is an exhaustive yet entertaining and occasionally outspoken guide to America's self-proclaimed "Sunshine State" and its multitude of tourist attractions. Miss Chester does read like a travel brochure at times, but that is not surprising with such a large area to cover and her book is enlivened with personal opinions and anecdotes which underline her expertise.

Miss Chester's book will, I am sure, be read by a lot of people. I am less sure about Batsford's two parallel publications: *Macedonian Greece*, by John Crossland and Diana Constance (£8.95); and *China*, by Pamela Youde (£8.95).

Do not misunderstand me: both are very attractive, informative, and well-written books. But neither is likely to appeal to a mass market.

Tourism in China is still in its infancy, so Pamela Youde's informative book is unlikely to find its way into too many suitcases anyway. Just as well, perhaps, for while it is long on history, culture and descriptive material, it is short on practical information (a mere eight pages out of 176); and one might think that practical information was what the tourist to China needed above all else.

The tourist in northern Greece is a different matter: he is likely to have been to the country before (few first-timers would head for Macedonia), and to be in search of something more substantial than sunshine. If this is the case, he will greatly enjoy the company of John Crossland and Diana Constance - a couple with a deep love of the country and its history, archaeology and art, as well as its countryside.

John Crossland is a highly readable historian, and if he and Miss Constance occasionally hurry through some resort area or other as if they cannot wait to reach the next archaeological treasure-house... well, their enthusiasm is contagious and it is a pleasure to travel with them. But I still would not put their book in my luggage.

The things which people do put in their luggage continues to surprise me year after year. Blue Guides are immensely popular and unfailingly informative, but their image is beginning to date a bit. So it is nice to see the practical hints increasing in their latest offerings, *The Blue Guide to Florence*, by Alan (Ernest Benn) and *The Blue Guide to Southern Italy*, by Paul Blanchard. Cathedral ground plans still flourish too - but then they are almost as much a trademark as the book's blue covers, I suppose.

Most innovative travel book of the year is probably the first offering in the new Fisher Annotated Travel Guides series *Japan* by Robert C. Fisher (Fisher Travel Guides, £4.95). Mr Fisher uses the wide margins of his very comprehensive guide to add what look like handwritten comments to what he has written before (ie: "Close to station" next to an hotel entry). This makes his book even more informative... but it does not leave much room for the customer to write his own comments. Still, it is a fine idea.

Best fun idea of the year, however, is a glossy promotional leaflet promoting *The Macmillan and Silk Cut Ski Guide 1983*, a hefty "complete guide to skiing" costing a hefty £7.95 and published by Macmillan. In this some "top ski journalists" - Nigel Lloyd, Geoff Mills, Rob Neillands, Paul Hughes, Trevor Webster, and Malcolm Severs - heap praise on the book. "Just what skiers want," "Brings the ski scene alive," "Should find a place on every skier's bookshelf," they bellow.

Gosh, they certainly sold me on it. I turned to the book with eager anticipation. Who could have written such a paragon of a guide book? My fingers floundered for the page listing the contributors. Ah, yes, there it was: Nigel Lloyd, Geoff Mills, Robin Hunter-Neillands, Paul Hughes, Trevor Webster, Malcolm Severs...

That's odd. Where have I heard those names before?



The waterfront at Aggialis

At Aggialis's house

continued

Domenico Pension is a stone-flagged, narrow house in the old part of the town; very comfortably furnished with pine fittings and colourful Greek rugs on the floors. We had a twin bedroom with private bathroom. On the top floor was a delightful roof-terrace with easy chairs where one could sunbathe in the day or enjoy an evening drink and watch the lights of the harbour.

The two village agents, Clare and John Lee, joined us for supper on the first evening and were most friendly and helpful.

Surrounding the harbour are many tavernas and we found the food varied and inexpensive. The fish dishes were outstanding and wine (including, of course, Retina) strong and cheap.

day and the air was like wine. Lazily exploring Chania, we found a beautiful old church where we were lucky enough to see a traditional Cretan wedding. There was an enormous indoor market where any imaginable food or drink could be bought, and a whole street of small shops selling leather goods of all sorts. Handmade sandals at between £2.50 and £3.50 a pair, and bags at around £6.00 were excellent value. Another thing not to miss are the Cretan herbs of which the super-market bottled variety are the palest travertine. Oregano, basil, dittany, and various types of Greek "tea" are some of those we brought home.

Our experiences on this lovely island among kindly and curious people are impossible to catalogue in a short article. We made a breath-taking sea voyage to the foot of the Gorge of Samaria, trod white sands hot to the touch and bathed in clear, azure seas.

A memorable Cretan evening by

courtsey the John and Clare, was a great success. Not a tourist production, but genuine local pub stuff. Entering in the middle of an engagement party, we were warmly welcome. There was exuberant dancing in traditional costume and, as we joined the long tables, we were pined with wine and local delicacies. Towards the end of the evening, one guest began to overcome that he fired his pistol several times out of the window into the night.

After a last glorious bath, from which we emerged so reluctantly that we almost missed the plane, we drove to Hamilton for the flight to Gatwick. The customs officer took one horrified look at our trolley piled high with bags of herbs, wine and leatherware, topped with a couple of hand-woven Cretan rugs, closed his eyes, and waved us through.

This was a fine holiday among breathtaking scenery, with good food, wonderful bathing and friendly people. I recommend it strongly.

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EXTRA

TAKING THE GOLDEN TRAIN

Christopher Portway travels Maharajan class through Rajasthan.

The legend of the train, the romance of the one-time railway, lives on; not only lives but is being reborn. In Europe the new Orient Express, of a grandeur we have not seen for decades, reruns part of its old route. And in India — that mecca for all who remember steam or want to know how our railway was — is the wondrous "Palace on Wheels".

Both trains were resurrected in similar manner. But while the new Orient Express follows in the footsteps of a legend, the "Palace" allows the likes of you and me to sample the concept of a "maharajah's royal progress". As the sidings of Europe were scoured for derelict or discarded cars of historic vintage so were the railway sheds and remote railway stations of India. A dozen such cars, once owned or run by deposed maharajahs, were unearthed, rusted and forgotten, these were assembled and painstakingly restored to their former glory. I have had the good fortune to ride both trains but it was a week of living like a maharajah in a land of sheer magic that will the longer remain in my memory. On my first visit to India well over a dozen years ago I saw the country from the suffocating confines of a third class carriage; over the intervening years I came on loss arduous assignments but only now was I to travel maharajah class.

The "Palace on Wheels" is not a scheduled train in the sense that it can be boarded by my Tom, Dick or Harry who wants to go from A to B. Far from it. The idea was the brainchild of Indian Railways and the Tourist Department of the state of Rajasthan. There's a shrewd partnership between culture, romance and commerce plus the knowledge that many foreigners — particularly Britons — will go to the ends of the earth to ride a steam train. The fruit of this partnership was a train that has become the most prestigious in the land, taking priority over all others on one of the world's largest rail networks. The steam locomotives are, however, hardly an indulgent concession to the whimsicalities of steam buffs. In India more than half the passenger trains are steam-hauled anyway; but these exquisite monsters are

afire with polished brasswork, shining coats of arms and plates bearing proud names like "Desert Queen" and "Fort of Jodhpur", the aristocrats of engines amid the scruffy, smoke-begrimed proletariat that are the work-horses of India.

They have chosen Rajasthan for the running of such a Tourist train not only because of its proximity to India's capital but, maybe, more for its cultural richness and historic lineage. Home of the Rajputs it is a legendary land of chivalry and knightly prowess and its very name means the "Abode of Kings". Palace and fortress, garden and lake, they speak of love and loyalty, of proud prestige and deeds of derring-do. Rajasthan, as nowhere else in India, has a stirring story indeed writ large upon the embattled walls of its pink, white and yellow cities. What better way to observe such spectacle than from a prince — or maharajah — of a train.

There are two circuits; a shorter and a longer one. In three days from Delhi you can "do" Jaipur, Bharatpur and Agra. The seven-day progress adds Udaipur, Jaisalmer and Jodhpur. On both, the train becomes your base, a minuscule world from which you can watch the other world, the "real" India, from the genteel protection of insulated comfort. But daily you do emerge from your cocoon to take in the offerings: the palaces and temples of an India from the pages of our history books. Don't we at one time or another dream of being a king?

My coach was inscribed with the motto of the Jaipur State Railway and in its time had borne both the Maharajah of Bikaner in 1898 and, more recently, India's Prime Minister, Mrs Gandhi. Initially I had it all to myself; a large bed in a spacious sleeping compartment, with wardrobe and bedside table, bathroom, lounge and two magnificently-attired servants to wait upon my every command. The whole train — restaurant cars, lounge/observation cars with bar and library, and 11 other coaches — is lined with mahogany wall panels, traditional carpets, cornices and painted ceilings and floors with curtains of gold thread. A brocade headboard watched over my sleep, and tea in a

silver teapot appeared at the push of a bell or at the snap of a finger. Outside, the heavily-shuttered cars were decked out in a dull shade of a desert-yellow that, by a stretch of the imagination, could be described as gold.

Few of us were able to sleep the first night. Indian track is not noted for its smooth running and the welded rails offer a lullaby of "click-ety-click" that may be a balm to real train buffs but is irritating to non-believers. Not that I am an unbeliever. More than anyone else I was to be found ensconced happily among the oil and coal-dust of the locomotive cab in company with a crew who, surely, are the salt of the Indian earth.

Our introduction to each Rajasthan city was by way of the platform attentions of a local reception committee. Elephants dressed overall, a waiting pipe-band, a choir of trilling schoolgirls, became the standard and, suitably garlanded, we would slink thankfully into the luxury coach waiting to take us round the sights. Jaipur offered us its *Hawa Mahal* — Palace of the Winds — amid the medieval bedlam of its clogged streets, a city palace perched on high and a lesson on sun-dials at the Jantar Mantar Observatory. For lunch we returned to the train but afternoon tea was taken on a royal terrace, and inner among the floodlit ruins of Nahargarh Fort overlooking the twinkling lights of the spread-eagled city. In between we had taken to an elephant to wind ponderously up the hill to Amber Palace and marvelled at the fountains in the vivid gardens where royal concubines once dallied.

Udaipur revealed more palaces, each one more wondrous in design than the last. Called a "City of Dreams", "City of Sunkiss" and even the "Venice of the East", and its ruler, the Maharaja, the "Sun of the Hindus", his island pads sparkle in poets and pinnacles of coloured glass, of amber and pale jade while the steel-blue waters of the (artificial) lake reflect the white phantom palace floating on its breast. Plenty of good meaty material here for guidebook writers, and as long as you don't look too closely at the lesser residences where 99 per cent of the populace live you'll come

away with stars in your eyes. And yet... those mean streets of bazaars, emporiums and "footy shops" crammed with activity and noise is the very stuff of India. Here one style of living complements another.

But Udaipur will be remembered by me as the place we remained idyllically stationary overnight. In the morning we went our own way to explore the frenzied town, meeting for a "chota peg" and lunch at the Lako Palace, now a high-class restaurant, attainable only by boat. It was Jaisalmer, however, that captivated me. Out in the heart of the Thar, the Great India Desert, lies this little city founded by Raval Jaisal in 1156 and once the capital of the Rajputs. Surrounded by stone walls its yellow temples, fort and palaces rise out of bare rock with the great desert horizon stretching into eternity all around. Even the ordinary dwellings have a certain majesty, many decorated with elaborate balconies, intricate carvings and facades of pure delight.

Jaisalmer offered a camel ride in the sand dunes, for one can't go into a desert without doing the proper thing. But this one was made most palatable with an addition of a musical soiree and, later, dinner at Moomal Tourist Bungalow — not at all like any bungalow I know.

It's Monday so it must be Jodhpur and, lo and behold, it was. Jodhpur's contribution in the cultural stakes was a Taj Mahal-like tomb/shrine, the *Jaswant Thada*, and, naturally, a palace/fortress, the most massive of the lot, erected by Maharajah Ajit Singh to commemorate his military successes over the Moghuls.

And on the seventh day thou shalt rest, the Good Book stipulates, but for us it was a bird-sanctuary at Bharatpur and the never-lived-in city of Ptolemy. The day ended at Agra where the Taj Mahal is the only fitting climax to any tour of India.

At Delhi next day we disembarked from our respective coaches to become "plain Mr. and Mrs. again". I was not the only one to look wistfully at the golden train. A "Palace on Wheels" it had been indeed, turning mere mortals into seven-day maharajahs — but, dammit, the thing had become home.

The "Palace on Wheels" is most economically travelled as part of an inclusive Indian tour. The cost of the three-day circuit inside of a seven-day tour is around £530, and that of the seven-day circuit inside of 13 days is about £860. These prices include air India return flights London/Dehli and hotel accommodation in Delhi, Jaipur, and Jaipur. Inexpensive such packages but full details are available from the Indian Government Tourist Office, 21 New Bond Street, London W1.



Photographs by Christopher Portway



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This is the age of the train.

Cruising down the Dnieper

By Tony Tindall

We hadn't expected to touch down at Riga nor to drink fruit juice round the cabin door while refuelling in a violent thunderstorm. Yet the welcome of Moscow-Sheremetyevo 2 was not so warm. Lack of a vital visa stamp led to threats of "back to London on the first plane". But dumb innocence and a successful intervention by Svetlana, our guide for the trip, saved the situation. After four hours sleep came the first sightseeing with Benjamin - student engineer, enthusiastic amateur guide and purveyor of fractured American English.

We glimpsed the University, Hotel Ukraina, and the Bolshoi, but the serious business was postponed until our return from the south.

The Kiev express left at 20.00. We travelled hard-class, mid-way down this immaculate air-conditioned 18 coach train. A pretty uniformed-hostess served us tea, dealt firmly with intruders, drunk and sober, and vacuum-cleaned throughout the carpeted coach. The line was frustratingly tree-lined but we gained some tantalizing glimpses of cottages with garden wells and private cows, un-made roads and vast fields of sun-flowers.

Svetlana proudly showed us her native Kiev. Kreschatik is of similar proportions to the Champs Elysées but its elegance is less ostentatious. We admired St Sophia's, were intrigued by the skeletons in the catacombs of the Pecherskyi monastery, amused by the pet cockroaches of the bank cashier and awed by the first of many enormous memorials, testifying to the lasting obsession with the second world war.

But it is the Dnieper which dominates. Serene and green it flows through the city between golden beaches and sparkling shingle banks and on through lush rural and spectacular industrial panoramas to the Black Sea, 1,000 kilometres to the south.

No tourist could have viewed it in greater style. The 1,000 ton "Nikolai Dobrobubov" was built at Vismar in the GDR in 1981 and sailed by its present captain to Odessa via Leningrad, Lake Ladoga and the Volga. Beautifully appointed cabins, first class Ukrainian cuisine, plenty of deck-space and a young, friendly and highly-trained crew held out the promise of a memorable eight-day voyage. Also aboard were a small group from Hamburg YMCA and a noisy band of Athenians, age range 17 to 79.

The crew of 84 were augmented, to their mutual dismay, by a disconcertingly large team of administrators from Sputnik - the youth equivalent of Intourist. At 8am on July 21 we sailed for Kanav, to martial music and mild exhortations not to photograph locks or bridges. Minutes later the Greeks were photographing an enormous freight train passing above and so loudly abused the remonstrating bridge guard that the poor man fled. The subject was never mentioned again.

As if in punishment, International Deck Games were suddenly announced. Greeks versus Germans versus British - a blatant attempt to cause rifts within NATO! Our youth team beat the Greek men in the Tug-of-War, despite their need, 16 hours, another woman, but lost out



Two of the Dnieper cruise ships moored side by side at Kanav

to the Hamburgers. Fortunately, such distractions were momentary and we were able to enjoy the vastness of sparkling, green water, little reed-fringed islands inhabited only by solitary fishermen or camping families, and the golden beaches of small villages on the edge of the hard-wood forests or maize fields.

Darting terns and the ubiquitous black-headed gulls seemed oblivious of us, and the occasional small freighter. They and we were more impressed by the large hydrofoils of the Kometa and Meteor classes which overtook us at 90 kph. Crowded with villagers en route to market - their produce in covered baskets on the running boards - they must have transformed peasant life along the river.

Local sightseeing was the responsibility of the town Sputnik organization and varied according to their resources. Kanav had none, so those willing to brave 30°C took the short cut to the burial place and museum dedicated to Taras Shevchenko, the Ukrainian National hero, artist and poet. In the cool of the evening our jogger set off for town, returning apparently unmarked, to report a picture of decaying wooden houses and very basic apartment blocks.

The picturesque river station at Cherkassy was straight out of Mark Twain and while the Greeks had fights about fights on the quay we chose between the foreign visitors' beach and wandering at will through this provincial city. More cultural shock! Apple trees festooned with heavily laden vines, the "bra" stall in the main square, large apartment blocks - some colourful and occupied, others abandoned half-constructed - the notice board offering flat-swaps all over Russia, and the ice-cream and doughnut vendors. In the afternoon we met Oleg, a teacher of English with an incredible command of the language and breezy personality. He had recently returned home from Sverdlovsk, having chosen between a wife ("like the winter climate") and his beloved Dnieper where he could fish all the year round.

It was Beauty Competition night and as all nationalities were expected to enter, our entrants went in drag and came fourth. Oleg came along, "for the laugh", stowed away and was put ashore via a passing hydrofoil at first light. Next morning Pucny Olympics were scheduled for the beach at Zhelyonny Island. We circumvented the official arrangements by staging a cricket match without a ball and a Kremlin-building competition. That afternoon we cleared the locks at Kremenchuk, lined with bitterns and herons and sailed off into more vast green and golden river-scapes. In the evening, Captain Evgeny Mikhailovich gave a dinner party for group leaders and Sputnik directors.

Tired of being bureaucrats, he and I struck up a warm conversation on the merits of Russian tea, the letters of Lord Chesterfield and the wild life of the river, despite constant interruptions for toasts. Everyone else having been honoured, I asked the health of the river and its fish, only to be sternly reminded by the senior director that "we humans must never forget that we control the nature".

"Tell me about 'Gyde Park'", whispered the captain, as I took my leave. "He'll like they say?" "Absolutely," I replied.

"But what if the children hear



Welcome staged by the Young Pioneers

such things?" he insisted, horror-struck. I hadn't time to answer before he was called away. We had anchored near Dniprozhynsk, Brezhnev's home town, and sat till midnight drinking wine on the upper deck, watching the blast-furnaces and commuter buses taking in the night-shift.

Having passed Dnepropetrovsk and its enormous dam in the night, we landed at Zaporozhzhie on the morning of the 24th to a welcome by a Pioneer team of singers and dancers, to which the local tenor and a stray dog added their own particular tributes. This was a city of 800,000 on the east bank which had been razed in the war. The oldest part of the city now dates back to 1558.

Novaya Kahovka, its vineyards and its enormously impressive Troika memorial to the "Civil War", Kherson - the city-port with its teaming beaches of standing sunbathers and the final stretch of this beautiful river brought us to the Black Sea.

Threading our way through lines of laid-up freighters and super-tankers (several of them British) we finally made Odessa at 10am on the 27th, and tied-up just below the Potemkin steps. Despite the heat, the tree-lined boulevards offered pleasant walking and Crimean Champagne at 26.00 per bottle seemed the popular drink at the pavement cafes. Odessa was memorable for its Maritime Museum, (our



Peasant market at Zaporozhzhie

A town full of treasures

Leslie Gardiner reveals an unexpected aspect of Glasgow

It looks like a misprint, this travel firm's offer of a five-day concentrated art-treasures tour of Glasgow for around £330. What is Glasgow doing in the company of Viennese Baroque, the Renaissance gardens of Italy and the temples of Bangkok?

The words "Burrell Collection" provide a clue. In 1944 the industrialist Sir William Burrell bequeathed his treasury of pictures and sculptures to his native city, with the proviso that it should be displayed in a pollution-free atmosphere.

That seemed to rule out Glasgow. But in the past 40 years Glasgow has changed. The population has declined from a million plus to around 700,000. The smog over Scotland's industrial heartland has drifted away, new technology in the shipyards has reduced the strident "song of the Clyde" to a whisper. Even the climate seems to have improved - certainly the rain is less frequent. The "dear old Glasgow town" of the Saturday-night drunk shows signs of becoming once more the "beloved green vale" which the old Irish word *Glas* is supposed to mean.

In November 1983 the custom-built gallery in Pollok Park opens its doors and the Burrell Collection goes on display - the richest artistic request ever made by an individual, and today richer still on account of recent acquisitions, among them the Warlock Vase.

One gallery doesn't make a cultural metropolis but visitors heading for the Burrell museum will enter a city unusually rich in art, history, architectural distinction and green space. There are still 260 pubs in the central area but there are also

260 public parks and gardens within about a four-mile radius - more per head of population than in any city of Europe.

The principal Glasgow parks surround stately homes of one kind or another, and the stately homes have notable art collections and exhibitions. Near the Burrell museum stands Pollok House, an Adam mansion opened to the public and containing outstanding Spanish paintings. El Greco, Murillo, Goya and others - and porcelain and silver. A short walk through the park (observe the St Mungo herd of rare wild cattle, named for Glasgow's patron saint) brings you to the 16th-century towers of Haggis Castle where the bric-a-brac of social history, particularly children's toys and clothes, is on display.

Strolling on Glasgow Green, James Watt solved the problem of steam propulsion. This is the city's oldest park. It was established in 1662 and its "stately home" is the People's Palace, where bills full of models and exhibits tell the history of Glasgow's commerce, industry and culture. Poets, scholars, tobacco lords, sugar barons, shipping tycoons, shopping magicians... perhaps the archetypal Glaswegians are the retail supremos Sir Thomas Lipton and John Anderson. They were called the "universal providers" - a description which fitted Glasgow herself in her heyday.

Kelvingrove Park, at the respectable west end of the city, has the principal art gallery and museum, a troby late-Victorian extravaganza in pink sandstone with what is generally agreed to be the finest civic collections of British, Dutch, French Baroque and Impressionist and post-Impressionist paintings. A room

devoted to the decorative arts of Charles Rennie Mackintosh is the chief objective of students from all over the world.

Time was when Mackintosh's deceptively stark kitchen cabinets were broken up for firewood. Nowadays when a clock or a painting or a piece of furniture is discovered it excites the international art market. The best of his work is on view at the Hunterian Gallery in Hillhead Street, near the University of Glasgow. It includes a complete reconstruction of the house he designed, built, decorated and furnished for himself.

Mackintosh - was Glasgow born and bred, and nearly all his work was done in and around the city. His Glasgow Art School, built 1896, considered a monstrosity in its day with its four alarmingly idiosyncratic facades, is in Renfrew Street. His church, a charming building in Maryhill Road at Queen's Cross, is now the HQ of the Charles Rennie Mackintosh Society. The library at the Art School is named after him, and its chairs, tables, shelves, lighting and décor are his. Another celebrated interior, Miss Cranston's Willow Tea Rooms, a genteel rendezvous of Edwardian Glasgow, has been affectionately (one might say respectfully) preserved inside a Sauchiehall Street department store.

Mackintosh's most striking legacy is the Hill House at Helensburgh on the Firth of Clyde. He built, furnished and decorated it for the Glasgow publisher Walter Blackie. "Here is the house," he wrote when he handed it over in 1904. "It is not an Italian villa, an English mansion, a Swiss chalet or a Scottish house. It is a dwelling house."

A trip to Helensburgh, incidental-

ly, on one of the suburban blue trains is an experience in itself. You embark in a dismal cavern of central Glasgow and in 20 minutes you emerge among the sea lochs with the mountainland known as the "Duke of Argyll's Bowling Green" rearing up on one side and the sparkling firth and its jigsaw of islands spreading out on the other. The Hill House passed in 1982 into the care of the National Trust for Scotland.

Pilgrims on the Mackintosh trail usually start at the City Information



Glasgow Cathedral

Bureau in George Square, Glasgow, by picking up the 15p booklet *Charles Rennie Mackintosh 1868-1928*. It locates all the sites associated with him.

Returning to Kelvingrove, you may step down into Glasgow's largest park by way of some early- and mid-Victorian terraces and crescents which, now they have been cleaned down to their original honours, are an architectural revelation. Then you can follow the Kelvin river for three or four miles, on woodland paths, among

shrubberies and grassy slopes with scarcely a sight of a building, though you are still in the heart of Glasgow. As though to compliment the city on its clean-up campaign in these western districts, a salmon appeared recently in the Kelvin after a lapse of nearly a century.

Much water will flow under central Glasgow's bridges before the Clyde is restored to something resembling the crystal stream that Daniel Defoe and his contemporaries admired; but a start has been made. People wander round the Gorbals now and ask when are they coming into the Gorbals. That query looks across to a riverside walkway which will lead you upstream for two miles, alongside the old waterfront of the commercial section past the foot of thoroughfares whose names - Jamaica Street, Virginia Street - recall the foundations of Glasgow's prosperity when clippers laden with sugar from the West Indies and leaf tobacco from the southern states came right up to the warehouses and auction rooms.

Walking upstream you are walking back into Glasgow's earliest history. Here is the Saltmarket, the oldest road in Scotland, mentioned in a document of 540 AD as connecting the Clyde with the cell of the holy hermit Mungo, the nucleus of the ancient *Glasgu*, the "beloved green vale." St Mungo still inhabits this spot: his bones were laid in the crypt of Glasgow Cathedral, under some magnificent pre-Reformation Gothic fan vaulting, and the stained glass windows tell his story which, if it is only half true, must have been an exciting one.

Among the dilapidated aerosol-sprayed enclaves of this unfashionable end of the modern city, Glasgow's Cathedral Square is a melancholy little oasis of neglected history, enclosed in monuments and venerable buildings. Stangers don't often find their way to it but, when they do, they make a note to come back again when they have more time to spare.

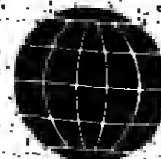
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Opening the oyster

Between school and university
Hugh Williams set out to see the world

If the world needed freshening up Cairo is where God would put the deodorant. The guards in the arrivals hall at the airport looked as though far from drawing a truncheon, their capacity for action was drawing a pension.

This was my first expedition away from home; a tour of distant countries entirely on my own. I set out alone, so as not to be bound down by a companion, to pick up friends along the way, travel together for a couple of days, weeks, then part. Good fun had and no hard feelings. And there is always good fun, for all travellers are extrovert, they want to meet people and learn about the path ahead, or reminisce about that last trolley.

But oh how easy it was to sit at my desk at home and plan the route: two days here, a day and a half there. I leached when my parents gave me the names of friends in various cities along the way. I wouldn't need them. Look Dad, I'm eighteen, just left school, almost a man, I can handle it.

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Landing on the blistering tarmac at Heliopolis, Cairo, on that March night how rapidly my confidence deflated. My baggage failed to arrive. I stood long after all the other Ahmeds and Mohammeds had gone off to their beds looking at the gaping mouth of that ghastly machine which throws out bags and boxes; but my trusty Karim-ror rucksack failed to appear.
Suddenly, it was no longer plain sailing. The facts dawned dimly upon me: I was unable to speak the language. I had no clothes save those in which I stood and, above all, I was alone. Completely and utterly alone. And it was my problem to sort out.

In time my baggage was recovered, and over the weeks that followed - as I travelled up into Israel, back through Egypt to Kenya, via Sudan and Uganda - there were other such confidence shattering lessons to be learned. I had decided to take a year off before university and in that time to travel, and I returned the more educated, in retrospect the trip was invaluable, anxious at times though it certainly was. The subjective world of public school suddenly sinks into insignificance seen from the far distant tracks of central Africa.

Luxor saw Egypt from my total condemnation. Yes, the children screaming for "bakshesh" thronged around us; yes, the high prices for the tourists, which cripple, the locals too, were there; and the spitting, leering, loathsome touts were still constituents of the background. But the real joy was the famous tombs and temples, the burial ground of grand ages past. King Seti I, Ramesses, Amenhotep, Queen Hatsheput - the names and haunting faces among the hieroglyphs call out and immerse the visitor in a world of gargantuan splendour and total indulgence, the monuments of the pharaohs, built on a scale quite unbelievable, each ruler attempting to outdo the last before his God.

But the climax for me was the mighty temple of Karnak. Thousands of years of history still standing, secrets locked away. In the town of Luxor, the makeshift houses of but 20 years ago flake away and I picked cockroaches from the hotel wash basin.

These vessels abreast, rather than one behind the other seemed to be the most unconvincing way for three sea-going craft to travel. But such is the alms, and very attractive Sudanese attitude: the boats can still move, so what's the problem? Thus, the sideways convoy, three decidedly tatty barges abreast, crossing the man-made Lake Nasser. Because of the inevitable drag, caused by the bulky tortoise we formed, it took three days to cross the lake, passing the reclaimed giants, the massive seated statues of Abu Simbel, along the way.

I befriended Omar, soon enough nicknamed Omo, a student of medicine at Cairo University travelling home for his three-week holiday to a small town south of Khartoum. We talked together, he in remarkably good English. I thought it was a casual remark, his "come to tea on my part of the boat", and so I didn't follow it up. More fool me. The biggest offence you can ever give is to refuse a Sudanese his hospitality. They are the most open and warmly inviting people I have met.

The following day, a downcast Omo appeared distraught because his new English friend had not come to take "chai". I laughed. He gripped my arm and, in a loving, yet premonitory voice said, "Please, never, never think the Sudanese do not want to see you when they ask you to come. You will sit lunch with me".

Faced with Africa's the world of school sinks into insignificance.

Now kept in check I followed him across the decks of the tri-moran and descended some rusting stairs to an incredibly dark hold. As my eyes grew accustomed to the dimness I was able to pick out about 10 people seated round a large aluminium dish, some two feet across. I was the guest and was continually held in fascinated conversation while a grey-haired man chopped up onions, tinned sardines, processed cheeses and huge tomatoes over the dish.

These people were not, to my surprise, a family, but simply men and women, old and young who had met on the quayside at Aswan and had grabbed an area of the hold to share. But they shared more than the space; their food, drink and above all, company was open to all around. And I was their guest. The bowl for washing my right hand was proffered first to me, I was expected to finish the last scraps in the dish from which we all ate and it was I who was offered first the sticky sweet "Fahina" for dessert. There were no plates, no knives and forks, no napkins, no need.

Khartoum marks the confluence of the Blue and White Nile. It is this latter tributary which is the harbour of much of the disease and pestilence which renders those whom it has baptized very often ailing. From hideous worms that eat the brain, paralysing downwards, to the liver-embalming Bilharzia - by far the most widespread disease. For me and my companions our route the Nile became known as Billy Bilharzia.

But the site of General Gordon's famous last hour stands serene in the fading light; that ghastly wall from the mosques' loudspeakers reminding one who is in charge as the necessary fans are switched on at the humid bedtime. For the south-

ern Sudanese, the Islamic Lord is still nuncio of peace. A bitter feud still exists between the "primitive" southerners and the self-diletted "civilized" northerners, if nowadays only as a battle of the mind. But the stories about the atrocities committed by the Muslims still run between the colonial houses and grass huts of the southern capital, Juba.

Incensed by the ease with which missionaries were Catholicizing the southerners, bloody raids were car-



Luxor, a world of gargantuan splendour

ried out and succeeded in scattering the tribesmen across the interior like frightened dogs. Now, 20 years after the tribes of the Sudan are tentatively settling once more in larger groups. Friendly and interested people, their nickname "Englishmen of the South" is somehow appropriate.



Beside the Nile

— they have excellent manners, distinct sense of etiquette, and invariably wear nothing else but a kumma.

My ideal of simple honesty dashed as I entered the beautiful land of Uganda. Ugandan militia are the highest corrupt body of men I have seen. The mango trees hanging down the trunk in which I travelled, lush greenery and the smiling people all took on a sour face the drunken soldiers' demands for cigarettes and perfume.

"Visa" payments; one could not without appeasing them. My then was great as the mountains of Kenya loomed in the distance. Nairobi struck me as a planned and welcoming city, but a reputation for muggings and m

removed from the calm city which I passed the time of my Australian companion. Through Africa ended my journey on Dianli Beach south of Hong Kong. A night at the airport, I had learned that more young people go to school will take the "school" leaving slip into the world and the Channel. The world is a big oyster; savour it while you can.

Walk safe

Basic guidance on mountain walking particularly for school groups is given in a walking expedition in Lakeland Fells. A booklet "Group Leaders: Are you on the right track?" is an eight-page leaflet produced by the Lake District National Park's Youth and School Liaison Service.

Illustrated with pertinent cartoon sketches to red and black messages is clear and simple. It pulls no punches on hazards involved in the hills. It must be applied to every situation.

Although most of the material is privately owned, it is usually waded freely on the web, but, as the leaflet is a small camp is restricted. A small shows the ownership of the land there is also a summary of the relevant OS maps of the area.

Half of the leaflet is devoted to safety with practical advice, clothing and equipment, and the extra items needed by a group.

The leaflet is free, with 15p per copy from the Youth Schools Liaison Officers, Drinkwater and Gery, at the Lake District National Park Visitor Centre, Brockholes, Mere, Cumbria. LA23 7BN. There is a wide range of other leaflets for teachers planning activities and field studies in the area and many are available together in a Group Visitation Pack.

SECONDARY HEADSHIPS continued

DERBYSHIRE COUNTY COUNCIL HEADSHIPS

Applications are invited from suitably qualified teachers for these appointments:
Head School - Group 5
Head School - 14 mixed co-ed. primary school, 110 pupils, 10 classes, 1 teacher, 1 H.T. The post becomes available from 1st September, 1983.
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Applications and forms for these appointments should be sent to the County Office, Derbyshire County Council, Derby, D1 1JF. Closing date for receipt of applications: 15th February, 1983.

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WILTSHIRE

ST. JOSEPH'S R.C. SCHOOL, M3000 SECONDARY, Laverstock, Salisbury.

Group 5, N.C.R. 275. Applications are invited from suitably qualified teachers for these appointments:
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DEVON

THE CREEWOOD SCHOOL, Bideford, Devon. Applications are invited from suitably qualified teachers for these appointments:
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63

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DEARHESISTE SCHOOL
Goldthorpe Road,
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11 - 13 Mixed
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Teach Physics and poss-
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Anthropologist and well qualified required for September, 1955 to join team of 13 Science teachers and 3 full-time natural scientists. The science department occupies a suite of laboratories, stored by prep room and a technician's room.

Applications are available send mail from the Headteacher at the school.

Closing date for applications, Friday, 11th February, 1955

DEVON

Please see display on advertisement on page 38, 134621

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DORSET
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 Dorset, E. Eng. (Pool
 130 Boys)
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 Mathematics. Ability to coach
 in one or more major sports
 with a minimum of 2 years' ex-
 perience.
 Full particulars and forms
 of application, on receipt of
 10/-, should be addressed to the
 School, from the Headmaster.
 (64913) 134822

EALING
LONDON BOROUGH

Rating 2 Orion, London, W5
3EW
Group 10 Comprehensive

High School for Boys
Required for February, 1983,
or as soon as possible after-
wards. Applicants were a qualified
teacher (Scale 1) for Chemis-
try to A level. An ability
and interest in teaching Phy-
sics to A level would be an
advantage.

The School is centrally sit-
uated in pleasant surroundings
and offers excellent facilities
for academic success. Excellent
ancillary support is provided
by three Technicians.

Location Weymouth £534 per
annum.

Application forms [SAE]
from the Head of the School
to be returned by 11 February.

• _____

possible, a well qualified and enthusiastic
plane in this small rural comprehensive
M.P. Maths, be prepared to teach the
O' level and to enter fully into the work

FANTS SCHOOL

ber, 1983 or earlier.

Formal TR-3BA. Please indicate for

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There is a removal expenses scheme for teachers taking up permanent teaching posts from outside the County. Send 6AE (10" x 4") to Hestonwater for application form and further details, unless otherwise stated.

ROSELAND SCHOOL
 Treowen, Treowen, TR25 2E

SECONDARY

ST AUGUST SIXTH FORM COLLEGE
Tervanarth Road, St Austell, Cornwall PL26 4BZ
Group No. 11, Staff Form of 508
Principal: Mr R. H. Thomas, MA.
Second Vice-Principal
Required for September, 1983 a Second Vice-Principal for this large and popular Sixth Form College. As well as administrative responsibilities, the successful applicant will be expected to retain a considerable teaching commitment.

FALMOUTH SCHOOL
Trescobach Road, Falmouth
Group No. 12, No. on Roll: 1,550, Sixth Form of 245.
Headteacher: Mr D. H. Tribe, B.Sc.
Teacher of Girls' PE (Temporary) - Scale 1
Required on 14 April for one term, a teacher of girls' physical education.
Teacher of General Science (Temporary) - Scale 1
Required from 14 April for the Summer Term 1983 only in the first instance, a teacher of General Science (involving a substantial proportion of practical Combined Science in years 10-11).
Applications by letter indicating which post(s) including curriculum vitae, and names and addresses of two referees to the Headteacher.

Required from 14 April 1983 or as soon as possible, a well qualified enthusiastic teacher to join a successful team of mathematics teachers in this small rural comprehensive school. Candidates should have experience of A.P.S. Maths. We are prepared to teach the whole ability range from remedial to additional, 'O' level and to enter fully into the work of the whole school.

PRIMARY HEADSHIPS
ROSKENWYN O.P. JUNIOR AND INFANTS SCHOOL
Boakeworth, Helston TR13 0NG
Group No. 1, Vacant from 31st March, 1983.
Closing date 25th February, 1983.
COADS GREEN C.P. JUNIOR AND INFANTS SCHOOL
Coads Green, Llannekenston PL15 7LY
Group No. 1, Vacancies from 1st September, 1983 or earlier if available.
Closing date 25th February, 1983.
MANLEDRA C.P. JUNIOR AND INFANTS SCHOOL
Manledra, Penzance TR20 8NB
Group No. 1, Vacant from 1st September, 1983 or earlier if available.
Closing date 25th February 1983.
Send SAE for the application form and further details of the above Headships to the Secretary for Education, County of Cornwall, Truro, Cornwall TR1 4BA. Please indicate for which post(s) you are applying.

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Ealing
London Borough
EDUCATION SERVICE

HEAD - Group 6(S) ESN(M)
BELVUE SCHOOL
Rowdall Road, Northolt, Middlesex UB5 8AG
Required for April 1983 a Head for this 12-16 ESN(M) day special school.

HEADSHIP
of CASTLERAR SCHOOL
Kilbaway Gardens, West Ealing, London W13 9GH
Required for April 1983 a Head for this Group 6(S) purpose-built mixed school for the moderately handicapped, which was opened in 1972 and caters for children in the age range 4-12.
London Allowance £284.
Relocation expenses may be payable in appropriate cases.
Application forms and further particulars available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 8SU (SAC).
Closing date: 11 February 1983.

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CADARN TRAIL RIDING FARM

12 years old and going strong. Situated at the foot of the BLACK MOUNTAINS we offer Trail Riding for School Groups for Week, Weekends or Mid-Week periods. After 12 years we know the children from the age of 9 to 16 years adore our Ponies, appreciate our bunkhouse facilities and enjoy every minute of our riding programme. We also know that accompanying School Staff appreciate separate accommodation, quiet room, private showers etc. The Brecon Beacons National Park is a beautiful area thanks to Mother Nature. We've provided the bits she couldn't manage. Send for brochure and details to: Cadarn Trail Riding Farm, Veilind, Brecon, Powys. Tel: 04974 880 (24 hr. answering service). Approved member of the Wales Pony Trekking Society.

MISCELLANEOUS

Temporary Clerical Assistant required to help administer the school. Must be able to type, shorthand, and have a good knowledge of the school system. Salary £4.15 per week. Apply to: The Headmaster, The School, 123 High Street, London W1A 1AA. Tel: 01-234 5678.

Outdoor Education

CAMBRIDGESHIRE COUNTY COUNCIL

Applications are invited from suitably qualified persons for the post of Outdoor Education Officer. The post holder will be responsible for the development and delivery of outdoor education programmes for schools and youth groups. The post is full-time, permanent, and based at the County Office, 100 High Street, Cambridge CB2 1RQ. Salary: £10,000 per annum. Applications should be sent to: The Personnel Officer, Cambridgeshire County Council, 100 High Street, Cambridge CB2 1RQ. Tel: 0223 355555.

DEVON

SKERN LODGE OUTDOOR CENTRE

Check our reputation for excellence in outdoor education. We offer a wide range of activities for schools and youth groups. Our facilities include a large hall, kitchen, and accommodation for up to 50 people. We are situated in a beautiful area of Devon, just 10 miles from Exeter. For more information, contact: The Manager, Skern Lodge Outdoor Centre, 123 Main Road, Exeter EX1 1AA. Tel: 0392 123456.

SUMMER SCHOOLS

SPORTS & OUTDOOR ACTIVITIES

Temporary Managers: We are seeking experienced managers for our summer schools. The schools offer a wide range of sports and outdoor activities for children aged 10 to 16. The schools are held in a beautiful area of Devon, just 10 miles from Exeter. For more information, contact: The Manager, Skern Lodge Outdoor Centre, 123 Main Road, Exeter EX1 1AA. Tel: 0392 123456.

English as a Foreign Language

BOURNEMOUTH

Kino's School of English: We offer a wide range of English language courses for non-native speakers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Bournemouth, just 10 miles from Poole. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Bournemouth BH1 1AA. Tel: 01202 123456.

ENGLISH AS A FOREIGN LANGUAGE

BUCKINGHAMSHIRE

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Buckinghamshire, just 10 miles from Milton Keynes. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Milton Keynes MK1 1AA. Tel: 0494 123456.

NOTTINGHAMSHIRE COUNTY COUNCIL

TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Nottinghamshire, just 10 miles from Nottingham. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Nottingham NG1 1AA. Tel: 0532 123456.

KENT

LEARN TO TEACH ENGLISH (EFL)

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Kent, just 10 miles from Maidstone. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Maidstone ME1 1AA. Tel: 0622 123456.

BEDFORD

SEDFORD SCHOOL ENTRANCE AWARDS

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Bedfordshire, just 10 miles from Bedford. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Bedford MK43 1AA. Tel: 0458 123456.

FREE ADVICE on Investments

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

HOLYOAKE AND PERSONAL

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

TIES, SADDLES, ETC.

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

INDUSTRIAL LANGUAGE TRAINING UNIT

Lecturer Grade I

Applications are invited for this post, based in Northampton in a two-person unit providing language and communication skills training in the multi-racial workplace. The work involves promoting, setting up, planning and running courses for non-English speaking employees and their supervisors, managers and shop stewards. Qualifications and/or experience in ESL/EFL, adult literacy, work with ethnic minorities, trade unions, industry or marketing relevant to this post. Also required is a commitment to equal opportunities and the ability to adapt and respond to varied demand while working flexible hours. Car driver essential. Applicants for this post will be considered on merit regardless of race, sex or creed. Bumham (FE) Lecturer Grade I salary scale: £5355-£9267. Further details and forms (a.s. please) to be returned by 28th February, 1983, from Head of Unit, I.T.U. John Cline Centre, Kettering Road, Northampton NN1 4AZ. Other enquiries telephone Mike Connelton: 0604 28041.

Northamptonshire Education.

DYFED

TV ISAF ACTIVITY CENTRE

Applications are invited for this post, based in Northampton in a two-person unit providing language and communication skills training in the multi-racial workplace. The work involves promoting, setting up, planning and running courses for non-English speaking employees and their supervisors, managers and shop stewards. Qualifications and/or experience in ESL/EFL, adult literacy, work with ethnic minorities, trade unions, industry or marketing relevant to this post. Also required is a commitment to equal opportunities and the ability to adapt and respond to varied demand while working flexible hours. Car driver essential. Applicants for this post will be considered on merit regardless of race, sex or creed. Bumham (FE) Lecturer Grade I salary scale: £5355-£9267. Further details and forms (a.s. please) to be returned by 28th February, 1983, from Head of Unit, I.T.U. John Cline Centre, Kettering Road, Northampton NN1 4AZ. Other enquiries telephone Mike Connelton: 0604 28041.

HEREFORDSHIRE

ROCHESTER HOUSE

Applications are invited for this post, based in Northampton in a two-person unit providing language and communication skills training in the multi-racial workplace. The work involves promoting, setting up, planning and running courses for non-English speaking employees and their supervisors, managers and shop stewards. Qualifications and/or experience in ESL/EFL, adult literacy, work with ethnic minorities, trade unions, industry or marketing relevant to this post. Also required is a commitment to equal opportunities and the ability to adapt and respond to varied demand while working flexible hours. Car driver essential. Applicants for this post will be considered on merit regardless of race, sex or creed. Bumham (FE) Lecturer Grade I salary scale: £5355-£9267. Further details and forms (a.s. please) to be returned by 28th February, 1983, from Head of Unit, I.T.U. John Cline Centre, Kettering Road, Northampton NN1 4AZ. Other enquiries telephone Mike Connelton: 0604 28041.

MINERVA OUTDOOR CENTRE

Applications are invited for this post, based in Northampton in a two-person unit providing language and communication skills training in the multi-racial workplace. The work involves promoting, setting up, planning and running courses for non-English speaking employees and their supervisors, managers and shop stewards. Qualifications and/or experience in ESL/EFL, adult literacy, work with ethnic minorities, trade unions, industry or marketing relevant to this post. Also required is a commitment to equal opportunities and the ability to adapt and respond to varied demand while working flexible hours. Car driver essential. Applicants for this post will be considered on merit regardless of race, sex or creed. Bumham (FE) Lecturer Grade I salary scale: £5355-£9267. Further details and forms (a.s. please) to be returned by 28th February, 1983, from Head of Unit, I.T.U. John Cline Centre, Kettering Road, Northampton NN1 4AZ. Other enquiries telephone Mike Connelton: 0604 28041.

Opportunities with Nottinghamshire

Education. Applications are invited from suitably qualified teachers for the following posts:

1. Development and Language Work with Pupils of West Indian Descent
2. English as a Second Language
3. Asian Languages Project

Appointments Wanted

AMERICAN TRAINED High School English teacher, seeks position in London or South. Tel: 01-234 5678.

Education Courses

BUCKINGHAMSHIRE

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of Buckinghamshire, just 10 miles from Milton Keynes. For more information, contact: The Manager, Kino's School of English, 123 Main Road, Milton Keynes MK1 1AA. Tel: 0494 123456.

WHAT NEXT AFTER 'A' LEVELS?

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

AWARDS AND SCHOLARSHIPS

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

PERSONAL ANNOUNCEMENTS

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

WOLDS WAY OR WHAT?

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

FOR SALE AND WANTED

Learn to teach English as a foreign language. We offer a wide range of courses for teachers and non-teachers. Our courses are designed to help students improve their listening, speaking, reading, and writing skills. We are situated in a beautiful area of London, just 10 miles from London. For more information, contact: The Manager, Kino's School of English, 123 Main Road, London EC1 1AA. Tel: 01-234 5678.

Use your Teaching Skills in Saudi Arabia

c. £18,100 p.a. Inc. tax free

Allied Medical Group are the British consultants to the prestigious Riyadh Al-Khazir healthcare programme designed to provide the very best of health care to the Armed Forces of Saudi Arabia and their families. The two hospitals which comprise the 650 bed programme are new and equipped to a high degree of sophistication. A further 500 bed extension to the Military Hospital in Riyadh is planned for 1985. The dedicated aim of the programme is to train Saudi Nationals in order to become less dependent on expatriate labour. In order to expedite this, the Training Department is planning a phased expansion and would be interested to receive applications from professional teachers and trainers in the following areas:

Language Instructor

Your responsibility will be to improve the language skills of both Programme and MSD staff and dependents by providing effective language tuition. This will include preparing language lessons; developing teaching methods and providing audio visual aids to meet linguistic needs. You will be involved in teaching on language and training courses and assisting in the diagnosis of training needs including the assessment of linguistic abilities. You will need a relevant first degree plus RSA or TEFL certificate (or equivalent) and at least three years experience of teaching English as a foreign language. Candidates with experience of adapting teaching material to non-European cultures will be particularly welcome. In addition to an attractive salary and benefits amongst the best in the Middle East, this single status two year contract basis post offers the opportunity to be involved in a progressive results orientated training programme.

For full details please write, enclosing a curriculum vitae and quoting Ref: RKH 220 to The Saudi Arabian, Senior Personnel Officer, Allied Medical Group, 18 Grosvenor Gardens, London, SW1W 0QZ.

Allied Medical Group
The best of British Health Care in the Middle East

Use your Teaching Skills in Saudi Arabia

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